DOCUMENT RESUME

ED 384 209 FL 022 497

AUTHOR Valverde, Estela; And Others
TITLE Unlocking Australia's Language Potential: Profiles of 9 Key Languages in Australia. Volume 9: Spanish.
INSTITUTION Australian National Languages and Literacy Inst., Deakin.
REPORT NO ISBN-1-875578-32-3
PUB DATE 94
NOTE 212p.; For related documents, see FL 022 493-496 and ED 365 111-114.
AVAILABLE FROM NLLIA, 9th Level, 300 Flinders St., Melbourne, Victoria 3000, Australia.
PUB TYPE Information Analyses (070) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS *Business Communication; Continuing Education; Demography; Economic Impact; Educational Trends; Elementary Secondary Education; Foreign Countries; Instructional Materials; International Trade; Interpreters; Language Attitudes; Language Maintenance; *Language Role; Language Teachers; Language Tests; Language Usage; Migration Patterns; National Surveys; Postsecondary Education; Professional Associations; *Public Policy; *Second Languages; Sociocultural Patterns; *Spanish; Teacher Certification; Teacher Education; Teacher Qualifications; Translation; Trend Analysis
IDENTIFIERS *Australia

ABSTRACT

The last in a series of reports on nine prominent foreign languages in Australia reviews the status of Spanish, particularly as it concerns public policy and second language teaching. The first chapter describes the research and survey methodologies that are the basis for this report. Subsequent chapters summarize the results and draw conclusions. The chapter on Spanish in Australian education looks at student demographics, education policy, ethnic schools, second language instruction, educational associations, curricula, instructional materials, tests and testing, teacher education and certification, and changes over time. The chapter on Spanish in Australian society focuses on patterns in the Spanish-speaking population's location and migration, demand for translation and interpreters, the language's image, and language maintenance and vitality. The chapter on Spanish in Australia and overseas includes its economic importance overseas and in Australia, trade patterns with Spanish-speaking nations, and opinions within the business sector. Conclusions and recommendations are made concerning the promotion of Spanish in education, resource allocation, and the future of the language in Australia. Appended are extensive materials from the study including institutions teaching Spanish, ethnic school contacts, and survey instruments (one in Spanish). Contains 85 references. (MSE)

ED 384 209

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Profiles of 9 Key Languages in Australia

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Vol. 9 - Spanish

Principal author: Estela Valverde
Contributing authors: Sandra Hale
Elizabeth Ramirez

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Unlocking Australia's Language Potential

PROFILES OF 9 KEY LANGUAGES IN AUSTRALIA

Volume 9: Spanish

THE NATIONAL LANGUAGES AND LITERACY INSTITUTE OF AUSTRALIA

Canberra

National Library of Australia Cataloguing in Publication Data

Unlocking Australia's Language Potential: Profiles of 9 Key Languages in Australia:

Bibliography.
Includes index.
ISBN 1 875578 07 2 (set)
ISBN 1 875578 08 0 (v.1)
ISBN 1 875578 09 9 (v.2)
ISBN 1 875578 10 2 (v.3)
ISBN 1 875578 11 0 (v.4)
ISBN 1 875578 12 9 (v.5)
ISBN 1 875578 13 7 (v.6)
ISBN 1 875578 14 5 (v.7)
ISBN 1 875578 15 3 (v.8)
ISBN 1 875578 16 1 (v.)
1. Language and languages - Study and teaching - Australia. 2. Australia - Languages Study and Teaching - Foreign speakers. I. National Languages and Literacy Institute of Australia. II. Australian Second Language Learning Program.

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ISBN 1 875578 32 3

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418.007

Funded by DEET with additional resource support from the NLLIA.

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THE NATIONAL LANGUAGES AND LITERACY INSTITUTE OF AUSTRALIA

National Languages and Literacy Institute of Australia Limited
Level 2, 6 Campion Street, Deakin ACT 2600 Australia
Tel: (06) 281 3366 Fax: (06) 281 3296

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NLLIA Directorate
Level 2
6 Campion St
Deakin ACT 2600
Australia
Tel: (06) 281 3366
Fax: (06) 281 3096
Email: nllia@lingua.cltr.uq.oz.au

THE NATIONAL LANGUAGES AND LITERACY INSTITUTE OF AUSTRALIA

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Foreword

One of the consequences of the increased emphasis on language policy making from State and Federal Governments in recent years has been the proliferation of ways of categorising languages. The nine languages featured in these profile studies were categorised as Languages of Wider Teaching.

There are obviously other ways in which the languages could have been classified. Any one of a large number of possible categories could have been used but this particular group of nine was listed in the National Policy on Languages as languages which either already had or could reasonably be predicted to have the majority of all languages candidates in Australia.

This particular group of languages could not otherwise be classified together. They represent therefore the vast bulk of the second language learning effort in Australian education. As such these languages consume the greatest proportion of the resources devoted to the teaching of second languages in this country and will do so for several years to come.

In addition to this quantitative rationale for grouping these nine the following rationale supported this selection:

- that language/teaching efforts are to be harmonised with Australia's economic, national and external policy goals;
- that language teaching and learning efforts are to enhance Australia's place in Asia and the Pacific and its capacity to play its role as a full and active member of world forums; and
- that, for planning purposes, resources allocation efforts and the establishment of achievable long-term goals, choices must be made on language issues (National Policy on Languages 1987:124).

These nine were seen to combine internally orientated reasons for language study (intercultural, community bilingualism rationales) with perceived externally oriented reasons (economic and international relations rationales) with a pragmatic sense that only a selection from the very many possible languages that could be promoted, should be.

The nine languages selected were: Arabic, Modern Standard Chinese, French, German, Modern Greek, Indonesian/Malay, Italian, Japanese, and Spanish. In early 1990 the Australian Advisory Council on Languages and Multicultural Education which was charged with the responsibility for the implementation of the National Policy on Languages decided to review the teaching and place of the nine languages since their designation as Languages of Wider Teaching. Funding was provided under the Australian Second Language Learning Program for the conduct of profile studies of the nine.

The NLLIA was successful in its bid for these funds and co-ordinated a national project of the research teams described in the volumes. The researchers and the teams that assisted them were scattered across Australia and the co-ordination of their efforts was a major activity on its own. I wish to acknowledge the efforts of Dr Pauline Bryant, Dr Tony Liddicoat, Kylie Purtell and Athol Yates and other NLLIA staff for succeeding in this difficult task.

In addition, the NLLIA is producing a summary volume. This will present an overview of the nine language profiles and an analysis of the most interesting and revealing differences and similarities among them. This is being written by Dr Paulin Djité of the University of Sydney.

These studies represent more than a review of the state of play after some years of designation of these nine languages as key languages. They promise to bring about a more precise and language specific form of planning for the teaching and learning of languages in Australian education and therefore could well represent a more mature phase in policy making itself. In recent years language policies have made only generic statements about individual, or groups of, languages. Since there is now a high level of consensus across Australia about the importance of Asian languages, the necessity of keeping strong European-world languages and the domestic value of multi-lingualism these profiles will probably focus attention on the particular issues that affect the 'condition' of individual languages considered important.

The classification Languages of Wider Teaching is, however, no longer used. In the Australian Language and Literacy Policy issued by the Federal Government in September 1991, the Commonwealth identified 14 languages; incorporating the present nine. These fourteen languages were called priority languages. Under the Commonwealth's Priority Languages Incentives Scheme education systems, the States and Territories select eight each as the basis of the funding support they receive from the Commonwealth under the ALLP.

These languages are: Aboriginal Languages, Arabic, Modern Standard Chinese, French, German, Modern Greek, Indonesian/Malay, Italian, Japanese, Spanish, Russian, Thai, Korean and Vietnamese.

It would be desirable to extend the profile analysis contained in these volumes to those languages not presently surveyed. The NLLIA is extending this series to Russian, Thai, Korean, Vietnamese and Hindi-Urdu.

Joseph Lo Bianco
Chief Executive Officer, NLLIA
July 1994

Acknowledgements

I would like to especially thank Sandra Hale, Lecturer at the University of Western Sydney, Macarthur, and Elizabeth Ramírez, Research Assistant at the Language for Export Research Centre, for their efficient assistance in this research project. Without their committed co-operation this project would not have met the strict deadlines.

I would like to express my appreciation to Bronwen Dyson for her policy review. It facilitated enormously the writing of this report.

I would also like to thank Michael Humphrey for his assistance and Marie Janssen for her excellent word processing skills in formatting the text.

My sincere thanks to all of those who contributed with ideas and feedback for this report. Given the short time frame available, their co-operation was invaluable for the completion of this research project.

Finally, but most importantly, I would like to thank my family for their support and understanding during the completion of this research project that has kept me away from their company during the last six months. Without their love and understanding this mammoth task would not have been possible.

Dr Estela Valverde
Director
Language for Export Research Centre
University of Western Sydney, Macarthur

July 1994

1 SURVEY METHODOLOGY

The research on which this report is based fell into two broad parts - a survey conducted and analysed by the Spanish Profile Team; and a survey conducted and analysed by the National Languages and Literacy Institute of Australia (NLLIA) as part of a wider survey of the Key Languages of Australia.

1.1 Spanish survey

The Spanish Profile Team conducted Australia-wide research into the Spanish language, following the guidelines set out by the NLLIA. The first section deals with the teaching of Spanish across all sectors of education, the second deals with Spanish in Australian society, and the third with Spanish on the world scene. Because of the minimal amount of research available on the Spanish language in the Australian context, we were forced to build from the foundations and collect basic data for our research. We envisage that this project will constitute the beginning of longitudinal research that will trace the course of development of the Spanish language in Australia.

Nine stages were involved in collecting the data:

1 **A review of the literature** on Australian language policy was commissioned for the Arabic, Indonesian, Italian and Spanish Profiles by a policy expert. This report analysed the available literature on language with regard to:

- the quantitative data on the presence of Spanish in the education system
- the factors that appear to contribute to changes in the presence of Spanish, especially since the release of the National Policy on Languages (NPL)
- the relevant State and national policies
- teacher education and qualifications, the adequacy of present curricula and teaching materials and the assessment and testing instruments available in Australian.

2 **A list of institutions offering Spanish language programs** in 1991 was compiled from information supplied by the education authorities in each State and Territory. This was used for distributing the Spanish language program questionnaires. The list consisted of 147 institutions in total.

3 **A questionnaire on the teaching of Spanish** was designed. It intended to survey all of the institutions teaching Spanish Australia-wide, gathering quantitative and qualitative data relating to student and teacher numbers, rate of change since the introduction of the NPL, number and levels of courses offered, issues in teacher education and qualifications, quality, availability, suitability of materials, assesment procedures and testing

instruments. These questionnaires were posted to all institutions on our list, with a reply-paid envelope.

4 **A second questionnaire** was designed to collect data regarding areas such as **domains of use, language maintenance, language maintenance resources and language proficiency** of individuals in the Fairfield-Liverpool area of Sydney. Some questionnaires were administered and some posted with a reply-paid envelope to 150 members of the Spanish-speaking community.

Thirty questionnaires were sent to the Spanish teachers in Freeman and Cabramatta High Schools, for them to administer to their Spanish-speaking students, aged between 12-17; 30 were given to a Spanish-speaking case worker based at the Cabramatta Community Centre, for her to administer to her clients visiting the centre for social and legal assistance; 30 were administered to some of the Spanish-speaking university students currently enrolled at the University of Western Sydney, Macarthur; and 60 were posted to people selected at random from the Sydney White Pages Telephone Directory or distributed among acquaintances of the researchers.

5 **A third questionnaire** was designed to identify the main **language needs of the export sector** in Australia, dealing with Spanish-speaking countries. A mailing list was compiled from the information supplied by Austrade and other private institutions on exporters to Spanish-speaking countries. Questionnaires were posted to all companies on our mailing list, with a reply-paid envelope.

6 **Interviews** were held with the Multicultural Officer at the Fairfield City Council, a Spanish-speaking case worker at the Cabramatta Community Centre, the editor of two Spanish newspapers based at Fairfield, and various shop owners of Spanish businesses in Fairfield, regarding the perceived **vitality of the Spanish language** in the area.

7 **Telephone interviews** were held with those **people involved in the teaching of Spanish** in the various institutions, either in their capacity as principals, teachers or co-ordinators.

8 **Telephone interviews** were held with the International Business Manager from the Banco de Santander and with staff from the Chambers of Commerce for Chile, Argentina and Spain regarding **trade relations with Australia.**

9 **Letters** were sent to the Consular missions of all the Spanish-speaking countries with posts in Australia, requesting information regarding social and sporting **clubs of the various Spanish-speaking communities** throughout the country, as well as information on the informal teaching of Spanish amongst community organisations.

1.1.1 The questionnaires - the response rate

The level of response to the first questionnaire, on the teaching of Spanish, varied within the different sectors of education - 21 responses from the primary sector, 24 from the secondary sector, ten from the tertiary sector, 15 from the adult education sector, 13 from Ethnic Schools and 17 from the Saturday Schools programs. The questionnaires were returned by mail, so the response rate was not as satisfactory as we would have liked - 68%.

The level of response to the second questionnaire, on domains and vitality of language, was higher than that of the teaching of Spanish due to the fact that two thirds of the surveys were administered and only one third posted. Responses were received to 122 of the 150 questionnaires, giving an approximate response rate of 81%.

The level of response to the third questionnaire, on the export sector, was not high - one hundred were posted and 57 returned. We believe that the main reason the response rate was so low, apart from the obvious problems with postal surveys, is that the list of Australian exporters provided by Austrade was not current as at 1992. Consequently we found that many of the companies surveyed had ceased doing business with Spanish-speaking countries.

1.2 Language study questionnaire

In addition to the questionnaires designed by the Spanish Profile team, another questionnaire was administered by the NLLIA for all Key Languages involved in this project. The two main aims of this study were to find out the main factors which influence students to continue as well as to discontinue studying Spanish language at Year 11 level.

1.2.1 Design of the language study questionnaire

The questionnaire was designed by a sub-committee (Dr Boshra El Guindy, Dr Tony Liddicoat, Professor Jiri Neustupny, Dr Ng Bee Chin, Dr Anne Pauwels and Mr Steven Petrou).

The questionnaire encompassed questions relevant to all the nine Key Languages as well as issues relevant to specific languages. To ensure that the responses were in manageable form, the questions were designed to elicit closed answers as far as possible. However, some open-ended responses were encouraged. There were four main sections to the questionnaire.

The **student profile** contained questions relating to the students' gender, country of birth, other subjects studied, socio-economic status and general career aspirations (Q1, Q2, Q3, Q6, and Q7).

Some questions were directed at finding out the students' **language background**. A self-evaluation of their language other than English (LOTE) skills was included (Q4, Q5, Q13).

Question 10 was directed at students who had studied a language at Year 10 but had discontinued at Year 11. The questions were designed to find out the **reasons for discontinuing**. The students were supplied with a range of responses ranging from language internal factors such as 'the language is difficult' to external factors such as 'I don't like the teacher' and 'timetable clashes'.

Further questions were directed at finding out students' **reasons for continuing** the study of a language in Year 11. The students had to choose from a list of 15 responses. In this section, a Likert scale is used where the respondents had to evaluate their response on a scale of 1 - 5. Based on other studies on language attitudes and language learning, the reasons provided comprise two major components; instrumental reasons and integrative reasons. For example, responses 1, 2, 3, 6, 7, and 11 of Q11 are integrative reasons for language studies and responses, 4, 5, 9 and 10 of Q11 are examples of instrumental reasons for language studies. Miscellaneous responses related to external factors such as peer group pressure, parental pressure and the role of teachers were also included. These questions were repeated for students who did more than one language at Year 10.

1.2.2 Sampling procedure

The target population of this survey was Year 11 students who had studied a language in Year 10. Ideally, a random sample of all Year 11 students in schools with LOTEs would have been a better target population. However, budget constraints and limited time precluded this.

Instead, it was decided that each language team would provide a list of schools offering that language. This list of schools was not meant to be comprehensive but, as far as possible, efforts were made to ensure that the list contained equal proportions of Government, Catholic and Independent schools from each State. A letter requesting permission to conduct the survey was sent to each school on the list. The questionnaires were then sent to or administered personally in those schools which agreed to be surveyed. The fact that we could only survey the schools which responded positively meant that the sample was biased. This imposed some constraint on the amount of control we had over our sample, an obvious but unavoidable limitation of this study. (For example, we ended up with a sample which is largely skewed towards Government and Catholic schools.)

For the Spanish Profile project, we decided to focus our study on two States, namely NSW and Victoria, the States with the overwhelming majority of Spanish speakers (see Chapter 3).

1.2.3 Administration of the questionnaire

The questionnaires were distributed to all Year 11 students in 69 schools which gave permission for the study to be carried out. The sample relevant to the Spanish study was obtained from eight of the 69 schools surveyed. As we were only interested in students who did Spanish in Year 11, the questionnaires completed by students who did not fulfil these criteria are not reported here.

The questionnaires were then returned to NLLIA. A statistical consultant was responsible for the coding and analysis of the data.

In total, 46 students of Spanish completed the questionnaire, a less than satisfactory sample in comparison with other languages. Table 1.1 contains a tabulation of the sample by the two different States:

State	No. of Students	Percentage of students completing attitudinal questionnaire
NSW	40	87
Victoria	6	13
Total	46	100

Table 1.1
Percentage of Students Completing Attitudinal Questionnaire by State

Table 1.2 clearly shows that a substantial portion (52.2%) of the sample is from the Catholic school sector, closely followed by the Government school sector (45.7%). The one student from the Independent sector should not be considered as s/he represents an incidental case, ie, an Independent school was surveyed for another language and there was one student there studying Spanish. The reason for the high representation of the Catholic schools in this sample can be explained by the fact that Spanish, after Italian, is one of the languages that the Catholic system has been consolidating in recent years.

Type of School	No. of students
Catholic	24 (52.2%)
Government	21 (45.7%)
Independent	1 (2.2%)
Total	46

Table 1.2
Number of Students by Types of Schools Completing Attitudinal Questionnaire

1.2.4 Analysis

The results were cross tabulated by the four main variables: the two States, Victoria and NSW; the three types of schools, Independent, Catholic and Government; gender; and language background, native speakers and non-native speakers. Because not all aspects of the cross-tabulations were significant for Spanish, only the relevant ones will be reported in Chapter 2 under the section Language Study: A Survey of Year 11 Students.

2 THE SPANISH LANGUAGE IN THE AUSTRALIAN EDUCATION SYSTEM

2.1 Overview

Spanish is the first language of over 300 million people and the official language of one European country (Spain); 19 Latin American countries (Argentina, Uruguay, Chile, Peru, Paraguay, Bolivia, Ecuador, Colombia, Venezuela, Panama, Cuba, Puerto Rico, Dominican Republic, Nicaragua, Guatema'a, Honduras, El Salvador, Costa Rica and Mexico); and one African country (Equatorial Guinea). Between 1984 and 1986, Spanish overtook English in the Americas, and being one of the most widely spoken and fastest growing languages in the world, it is predicted that by the year 2010 Spanish will overtake English worldwide and will become the second most widely spoken language in the world after Chinese. This alone should be enough incentive to introduce more Spanish at all levels of the education system.

Spanish had been identified as one of the nine Languages of Wider Teaching by the Australian National Policy on Languages (Lo Bianco 1987:125) and one of the three languages that are 'grossly under-represented in higher education' and are recommended for expansion by the recent report of Leal et al. on modern language teaching in higher education (Leal et al. 1991:168-169). However, its development has been slow and uneven across the different sectors of our education systems, as we will see throughout this chapter.

We shall first look at the chronological and numerical progression of the development of Spanish language teaching in Australia from the 1950s and at the presence of Spanish speakers in the educational system, to determine whether they have been a major contributing factor. We shall then look at the Spanish courses available in Australia across the different levels of education (including primary, secondary, after hours programs, tertiary, and continuing education programs); the available curricula and resources; the assessment and testing instruments; and at the profile of our teachers, in order to gain an overall understanding of the strengths and weaknesses of Spanish educational programs nationwide. Finally, we shall analyse the factors contributing to the growth or decline of Spanish in Australia, taking into consideration State and national policies and especially the changes that have taken place since the release of the National Policy on Languages (Lo Bianco 1987) to be able to determine how best to promote the Spanish language at all levels, so that we can talk with a certain degree of confidence about future projections.

2.2 The development of Spanish language teaching in Australia

The history of Spanish language teaching in Australia dates back to the 1950s when it was first introduced in Victoria as part of an adult education program. Since then Spanish has slowly but steadily grown in all sectors of education as can be seen from the chronological list below extracted from various Government reports.

1957 Spanish was introduced in the adult education program in Victoria (Spanish profile survey 1992).

1957-1961 Spanish was not offered as a school subject (Wykes 1968:75).

1964 Secondary: seven students were taking matriculation in Spanish, all of them in Western Australia (Holt 1967:19).

Tertiary: Spanish was not taught in any university. There were plans to offer it at University of NSW in 1965-66, Flinders University in 1966, La Trobe 1967, and possibly New England in the following triennium (Wykes 1966:51).

1969 in Secondary: There were 361 students in secondary level - 290 NSW, 63 in Victoria, eight in South Australia (Commonwealth of Australia 1976: 41).

1970 Tertiary: 104 students were studying Spanish at universities (Working Party 1976:13).

1973 Tertiary: 135 students were studying Spanish at universities.[1] Spanish was one of the four languages whose candidature increased during 1970-73 (Working Party 1976:13).

1974 Tertiary: Spanish was taught in four universities - NSW (55 students), Flinders, Monash (73 students) and La Trobe (Working Party 1976:22).[2] The total number of students was 428 (Hawley 1982:35). Spanish was one of only three languages whose candidature increased over the period 1967 to 1974 (the others were Italian and Japanese). The numbers grew steadily from ten in 1967 to 129 in 1974 and the position of Spanish improved from being the 11th most widely studied language to being the eighth (equal with Dutch) (Working Party 1976:18).

1975 Primary: Spanish was studied by 431 non-English speaking background (NESB) students (Commonwealth of Australia 1976:177).

[1] This figure is perhaps an underestimation. Hawley's figures would appear to be more reliable.
[2] These figures are perhaps an underestimation.

Spanish was taught in 15 out of 670 language programs (all in the Government system; 14 in Victoria). It became the sixth most widely studied language at primary level (Commonwealth of Australia 1976:17).

Secondary: 975 students were studying Spanish in secondary schools. It was the seventh largest group (out of 13) (Spanish was present in 23 of the 2,598 secondary schools which responded to the survey.) Half of these courses were in Victoria with only five in NSW. Fifteen of these programs were in Government schools (Commonwealth of Australia 1976:38); 808 students were in Government schools, 89 in Independent schools, 78 in Catholic schools. The pattern had shifted: the majority of students (372) were in Victoria, 322 in South Australia, 196 in NSW, with small numbers in Queensland, the Northern Territory and the ACT (Commonwealth of Australia 1976:40).

Tertiary: Spanish was first offered in the CAE sector with 17 students.

1977

Secondary: Spanish was introduced in Tasmania as a matriculation subject. There were no students sitting for the examination in Spanish in Western Australia after 1977 (Hawley 1982:93).[3]

1980-81

Secondary: between 1974-81 matriculation numbers increased from 117 to 218 (Hawley 1982:86). This increase is mostly attributable to NSW and Victorian students: NSW from 58 to 111; Victoria from 46 to 76; South Australia/Northern Territory from seven to 18; the ACT stable at nine; Tasmania decreased from six to four; Western Australia negative growth.

Tertiary: there were 502 Spanish students in universities - 'very stable enrolment figures' (Hawley 1982:35).

Hawley draws the following conclusion about Spanish:

Since Spanish was not introduced at any university during the period student numbers have not changed dramatically. There is some evidence that the introduction of Spanish at other universities would attract student (Hawley 1982:35).

Only one other university offered Spanish - a one year course offered in 1980 as part of a Diploma in Applied Multicultural Studies at the University of Wollongong (Hawley 1982:13). Student numbers steadily increased in University of NSW (131-219), La Trobe (89-114), and Flinders (37-42) and declined in Monash (171-127) (Hawley 1982:55).

[3] Lo Bianco (1987) presents slightly higher numbers for 1982: 231 candidates.

Spanish was also popular as a OTHD (Other Than Higher Degree) subject (206 students - it was the fifth most studied language (Hawley 1982:60).

The CAE sector increased candidature from 17 in 1975 to 66 in 1981 in four CAEs (Hawley 1982:71). Hawley comments:

Some of the smaller languages like Spanish ... have attracted increasing numbers of students since their introduction. They may, in the future, become an important part of CAE language programs (Hawley 1982:71).

But this optimistic assessment hides some of the difficulties of those early days: Spanish was introduced and abandoned in CAEs in NSW and Victoria and all programs in the ACT would be discontinued by the beginning of the following decade.

1982 Tertiary: Milperra CAE and Victoria College introduced Spanish as part of interpreting and translation strands with National Australian Authority for Translation and Interpreting (NAATI) accreditation.

1983 Primary: Spanish was the ninth most widely studied language (0.19% of all language students). In the lower primary school the position of Spanish was slightly higher (sixth).

Secondary: The bulk of Spanish study took place in the lower secondary school. However, numbers fell steeply from lower to upper secondary and as a result the participation overall in Spanish courses was virtually the same for primary (0.33%) and secondary (0.35%) schools (DEET 1986:17).

0.7% of all schools were teaching Spanish. In primary and mixed schools, Spanish was taught in 1.9% of Other schools, 1.2 % of Catholic schools and 0.5% of Government schools. At secondary level, a great many more Government than Other schools were teaching Spanish (DEET 1986:11).[4]

The data on the States/Territories were also expressed as the proportion of students (number per 10 000 students) who are studying Spanish. The Northern Territory had the highest proportion, followed by Victoria, NSW and the ACT, with small proportions in South Australia, Tasmania

[4] The picture of Spanish provision across the states is somewhat different from previous sources because the data is expressed, firstly, as the percentage of schools teaching the language. Using this criterion, the ACT emerges as predominant (3.8%) followed closely by the NT (3.1%). The number of schools in Tasmania (1.1%) was similar to that in Victoria (1.0%) and there were schools in all other States, including NSW, which were offering Spanish (DEET 1986: 56-57).

and Queensland. Western Australia's proportion was so low it did not appear in the figures (DEET 1986:66-67).

1986 Secondary: Spanish matriculation rose to 307 at national level. Western Australia had not reintroduced Spanish at matriculation level and Queensland had never done so (Lo Bianco 1987:28-29).

1988 There was a 47% increase in students studying Spanish 1983-88.

Primary: 5,253 students were studying Spanish (DEET 1988:21). It was the seventh biggest language and 46th smallest. The highest number of students was in Government schools (3,823), followed by Catholic (976; 510 of them in NSW) (Catholic Education Office, Sydney), and Independent (454). This is similar to the situation in 1975 and the reverse of the situation in 1983.

NSW had the biggest enrolment numbers at primary level in that year, followed by Victoria, Queensland, the ACT (ACT Foreign Languages Survey 1990) and South Australia. These numbers should be compared with total population figures and with the location of the Spanish-speaking population as discussed in Chapter 3. The Government sector predominated across all States.

Secondary: there were 3,333 students of Spanish. The survey placed Spanish between the eighth biggest language and the 42nd smallest languages (each with less than 1,000 students) (DEET 1988:3 and 6-7). There were more in Government (2,498) than in Catholic (803) and Independent schools (32).

There were now more students learning Spanish in the primary (5,253) than in the secondary sector (3,333). Victoria (1,551) and NSW (1,327) were the strongest States numerically at secondary level, as at primary level. The impressive primary school figures of Queensland and the ACT were not matched by their secondary systems (0 and 66 students respectively)[5]. South Australia (337) and Tasmania (52) were the only other States with Spanish secondary programs. There were none in Western Australia and the Northern Territory.

At secondary level, there was a reversal of the primary situation. Victoria had the biggest enrolment numbers followed by NSW, South Australia, Tasmania and the ACT. Queensland did not have any secondary school programs in Spanish, and Tasmania had secondary but no

[5] There is a discrepancy in numbers here. The ACT Foreign Language Survey 1990 gives 96 students studying Spanish in Years 7-10 and 60 studying in Years 11-12.

primary programs. The numbers of secondary students in the ACT were considerably smaller than in the primary sector while in South Australia they were almost three times as great. Once again the Government sector predominated in all States, except in Tasmania where the Independent sector was stronger.

Tertiary: the number of students completing at least one unit in Spanish in Higher Education in 1988 was 882 (DEET 1990:22).

1990

Spanish was the eighth most widely offered language. It was offered in 12 institutions in 1990 (and another institution planned to introduce it in 1991-92 (Leal et al. 1991:59). (See University of Queensland section.) Since 1981, therefore, the number of institutions in which it was offered had increased by three. Leal et al. point out that, given the amalgamations that were occurring during this period, 'an increase ... is, for obvious reasons, very significant' (Leal et al. 1991).

One more program was begun in 1990 at the University of Adelaide. This was an outreach program from Flinders University for first year only (Leal et al. 1991:10). Leal et al. make the following comment about the growth in the number of institutions offering Spanish:

State	University	EFTSU[6]
NSW	The University of NSW	105.67
	The University of Sydney	17.00
	The University of Western Sydney	25.30
	The University of Wollongong	6.30
Vic	La Trobe University	82.42
	Monash University	43.42
	Victoria University of Technology	14
	Deakin University (Victorian College)	-
SA	The Flinders University of South Australia	95.71
	The University of Adelaide	-
ACT	The University of Canberra	21.85
WA	Western Australian College of Advanced Ed.	16.00
Total	12 Institutions	428

Table 2.1
Spanish EFTSUs in Australian Universities
Source: Leal et al. 1991:181.

Since 1981, the most significant and consistent increases have been in Japanese, Indonesian, Chinese and to a lesser extent Spanish (Leal et al. 1991:60).

[6] Equivalent full-time student units. One EFTSU is not one student - for example, a student studying Spanish and three other subjects is 0.25 EFTSU.

The institutions teaching Spanish were mainly in NSW and Victoria (each having four), with the remainder being located in South Australia (two), Western Australia (one) and the ACT (one). (See Table 2.1.) In Queensland, Tasmania and the Northern Territory there was not a single tertiary institution teaching Spanish (Leal et al. 1991:64).

Spanish has established its presence in every sector of Australian formal education. Across the decades a slow increase and consolidation in student numbers has occurred, despite the negative attitudes towards any LOTE learning prevailing in Australian society.

2.2.1 Spanish-speaking background children in Australian schools

It can be argued that most of the interest in LOTEs in Australia derives directly from the presence of native speakers of those languages within the Australian educational system. However, in the case of Spanish this general statement is controversial. We will analyse the proportion of SSB (Spanish-speaking background) students in the school system to determine the validity of this premise.

In 1975 there were 7,592 primary-aged children and 1,823 secondary-aged children of SSB in the responding Australian schools, distributed as shown in Table 2.2:

State	No. Prim. SSB	No. Sec. SSB
NSW	5191	1027
Vic	988	527
Qld	539	58
ACT	401	107
WA	232	98
SA	180	94
NT	50	1
Tas	11	18
Total	7592	1930

Table 2.2
SSB Students in Australian Schools - 1975
Source: Commonwealth of Australia 1976: 22.

SSB students made up a fairly significant group in Government, Catholic and Independent high schools at this time, although it was considerably less than the primary school numbers. The most numerous group was in NSW, followed some way behind by Victoria and the ACT, Western Australia and South Australia. The others had numbers under 90 (Commonwealth of Australia 1976:45). Queensland does not have any entry in secondary education. In fact it was not until 1992 that a Queensland Spanish syllabus was written for the senior years.

SSB students were more highly concentrated in certain primary than certain secondary schools. There were 70 primary schools that had from 20 to 49 students of SSB, as well as 9 with 50-99 and 2 with 100-199 such students (both in NSW). On the other hand, there were nine high schools

with 20-49 SSB students and 1 with 50-99 such students (Commonwealth of Australia 1976:123, 174, 175).

The above figures provide an interesting *in*sight into the distribution of SSB students in primary and secondary across the States. As we can see, a higher proportion of SSB children is in primary than in secondary schools in 1975. NSW is notable for the high number of these children attending normal mainstream programs. This is a reflection of the 1970s migration period, when a great number of couples arrived in Australia with children predominantly in primary school age.

It is worth noting here the proportion of SSB students in the different States to understand the pattern of growth in future years. As we can see from Figure 2.1 the majority of the SSB students were in NSW, followed by Victoria, Queensland, the ACT, Western Australia and South Australia. Approximate numbers in primary for 1975 were 4,500 in Government Schools, 3,000 in Catholic schools and 20 in Independent schools. At secondary level there were approximately 1,400 students in Government schools, 500 in Catholic schools and 13 Independent schools.

A similar pattern emerged eight years later, in another Government report. In 1983, it was found that Spanish was spoken by 0.65% of students in Australian schools (Commonwealth Department of Education 1983:20). Students from Spanish-speaking homes predominated in NSW (1.15%). The ACT (0.83%) and Victoria (0.65%) followed in numbers. Smaller but still significant numbers were found in the Northern Territory (0.33%), Western Australia (27%), Queensland (0.23%) and South Australia (0.20%). The Spanish-speaking presence in schools was lowest in Tasmania (0.07%) (Commonwealth Department of Education 1983:71).

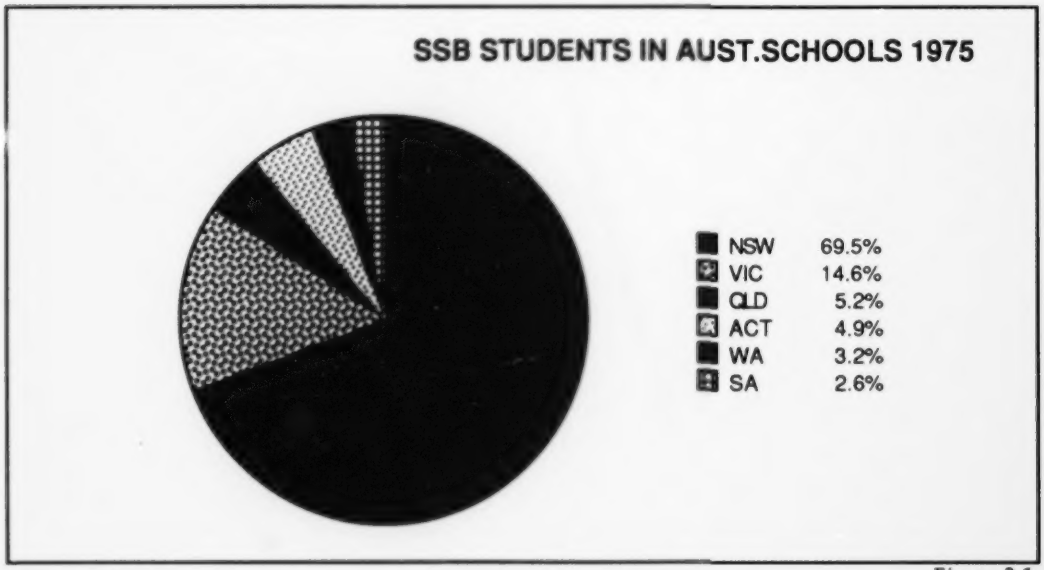


Figure 2.1
Percentage by State of SSB Students in Australian Schools 1975
Source: Commonwealth of Australia 1976: 123, 174, 175.

Against those general school numbers we would like to contrast the proportion of SSB children who were actually studying their mother tongue. This we believe can fine tune the general picture considerably. In 1975 there were only 146 secondary students of SSB studying Spanish, most of them in NSW. (See Table 2.3.) These students were studying in six out of the 23 high schools that were offering Spanish (Commonwealth Department of Education 1983:38 and 42).

State	No. Prim. SSB	No. Sec. SSB
NSW	0	136
Victoria	0	20
South Australia	0	7
Northern Territory	0	1

Table 2.3
Students Studying Spanish in Australian Schools - 1975
Source: Commonwealth Department of Education 1983:47.

Despite the SSB children being predominantly of primary school age, there were no primary Spanish programs maintaining the language of SSB children. Spanish was only being taught to ESB (English-speaking background) students at this level (Commonwealth of Australia 1976:19 and 24). If we consider that primary is the best age to introduce and maintain a language, then Australian systems did nothing to support SSB children's bilingualism.

In 1983 the proportion of SSB students who were studying Spanish at school was a low 4.4%, 4.6% at the primary and 4.2% at the secondary level (Commonwealth Department of Education 1983:21).

Across the States, NSW had 30.8% of the SSB students, the ACT 22.3%, Victoria 17.4%, the Northern Territory 8.8%, Western Australia 7.2%, Queensland 6.2%, South Australia 5.4% and Tasmania 1.9%.

If we focus our attention on NSW, the State with the biggest numbers, we see in that the situation of Spanish in primary schools remained steady during the period 1988-90, hovering around the 1,200 mark, with an increase to over 1,800 in 1991.

However, although the number of SSB children studying Spanish in primary has remained reasonably steady in NSW, there is a big growth of NSSB children studying the language. Spanish is one of the languages where the proportion of native to non-native speakers in NSW is smallest in comparison to other LOTEs.

When we compare the character of the student population in primary across other community languages in NSW for 1991, Spanish, with under 300 native speakers to over 1,750 non-native speakers, is only surpassed by Italian and Greek in number of non-native speakers. Even if this factor is detrimental for the language maintenance process of the SSB children, it constitutes a point in favour of Spanish in that it is attracting non-native speakers, who when migration declines, will constitute the core of the language learners in Australia.

This situation has been confirmed nationwide by the findings of our survey across the different levels of education. In 1992, of the 96

institutions that were surveyed, 62% had a population of less than 10% Spanish speakers; 11% had a population of between 11-50% Spanish speakers (this category also includes some Ethnic Schools of second or third generation Spanish speakers); and 20% had a population of between 51-100% (these include Saturday and Ethnic Schools).

We managed to obtain a background breakdown of first and second generation SSB students. There is a huge proportion of NSSB students studying the language (over 7,600), followed by a much smaller proportion of first generation native speakers (approximately 2,000) and second and third generation students (approximately 1,000). According to our survey most of these first, second and third generation students are either in the Saturday School or Ethnic School programs.

It seems that although it is true that the interest in Spanish stemmed from the native speakers' presence in the secondary system, we can no longer say with Leal et al. and the White Paper that the main motivation to learn Spanish has always been the student's own background. This premise did not seem to apply at primary level, and did not certainly apply in 1992. This may be an indication of the future direction of LOTE studies.

2.2.2 Current State and national policy considerations

Recent Commonwealth Government language policy, including policy on LOTEs, is articulated in *Australia's Language: The Australian Language and Literacy Policy* (The White Paper). Spanish features as one of the 14 recommended by the White Paper as priority languages - Aboriginal languages, Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Russian, Spanish, Thai and Vietnamese (DEET 1991:16) from which each State or Territory will nominate eight to qualify for the payment of a per capita grant of $500 based on Year 12 enrolments.

The White Paper repeats the NPL's identification of trade as one of the reasons for language study. While some language communities might prefer to emphasise the social and educational benefits found in the policy, such an economic emphasis could be beneficial for languages such as Spanish. As we shall see in Chapter 4, Spanish has a growing importance in the trading sector in Australia and in the world at large. Perhaps the most revealing statement of the White Paper in that respect is the following:

> In determining the languages to receive priority, systems should consider the benefits of ensuring Australia has the linguistic capacity to deal effectively with changing relationships in Asia, the Middle East and the Pacific Rim. Countries in these regions are important to Australia both economically and as the source of many immigrants (DEET 1991:76).

We shall look at the different State policies on languages to gain an overall impression of the situation of the Spanish language vis-à-vis State Government policy.

According to the ACT Department of Education's paper *Languages other than English in ACT Government Schools 1990-2000*, the languages to be taught in Government schools 'will be selected from the 'languages of wider teaching', defined in the NPL' (ACT Department of Education 1990:6).

An interesting clause in this policy is the equal importance assigned to Asian and European languages by ruling that 'Secondary students should have a choice, preferably within their school, of an Asian and a European language' (ACT Department of Education 1990:6).

The Draft Action Plan (ACT Department of Education in press) for implementing this policy expects that by 1996 all students in Years 7-8 would study a LOTE and by the turn of the century all Year 7-10 students would be doing so. At senior secondary level the ACT aims to increase the proportion of students to 20% in 1996 and to 25% in year 2000. At primary level the ACT expects that by 1996 all students will be introduced to a LOTE at some stage and by the year 2000 that LOTE programs will exist in at least the upper level units of all primary schools.

In **NSW**, the document *Excellence and Equity: New South Wales Curriculum Reform* declares that 'The study of languages will be designated an integral and essential part of the curriculum' (NSW Ministry of Education and Youth Affairs 1989:42). The most important statement stemming from this document is the following:

> While the Government schools system will be encouraged to phase in implementation from 1991, the study of a language for one year (around 100 hours) will become mandatory for the School Certificate for the 1996 Year 7 cohort (that is, for the 1999 School Certificate (NSW Ministry of Education and Youth Affairs 1989:43).

This announcement increased LOTE teacher training in NSW since for the program to be implemented a great number of new LOTE teachers has had to flow into the system.

The document goes on to nominate 12 priority languages that will be taught in NSW schools - Arabic, Chinese (Mandarin), French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Russian, Spanish, Vietnamese' (NSW Ministry of Education and Youth Affairs 1989:43). and makes funding commitments to these languages.

The Government will act on the recommendation of the Working Party on the State Language Policy and apply further resources to the strengthening of provision in the 12 priority languages with particular emphasis on the six that are currently provided on a comparatively limited basis - Japanese, Chinese, Korean, Indonesian, Russian and Spanish (NSW Ministry of Education and Youth Affairs 1989:44).

Spanish features prominently as one of the priority languages of NSW.

In **Victoria**, the Department of School Education, through the document *Implementing Languages Other Than English (LOTE) Policy*, states that 'there has been significant growth in the teaching of languages in Victoria, however, there is still a falling away in the study of a second language from the middle years of secondary school' (Department of School Education, Victoria 1991:1).

The Department's aim is to make the study of LOTEs available to all students in Victorian Government primary schools, and the study of a second language a requirement for all students in Years 7-10. This was to begin in 1992 when 'all secondary schools will be required to make a second language a core study for all students in Year 7' (Department of School Education, Victoria 1991:1).

Despite the fact that Victoria is the State with the second highest concentration of Spanish speakers, Spanish was not included in the list of eight priority languages nominated by the State as from 1992. Spanish was dropped from the list of priority languages in favour of Vietnamese on the basis of comparative student numbers in Year 12.

In **Queensland** according to the Department of Education's *Initiatives for the 90's: Languages Other Than English - LOTE*, 'the learning of a language other than English is to be seen as an essential educational experience for all students. Timelines to ensure an orderly introduction of access to a LOTE for all students are':

1992	LOTE for all Year 8
1991-94	LOTE for all Years 6 & 7
2000	LOTE for all Years 1-8
2000	LOTE for all Years 9-12, with 20% of Year 12 having studied a LOTE to the final year (Department of Education, Qld 1991).

As in the ACT there will be a balance of Asian and European languages, even if the scales go slightly in Asia's favour. Spanish does not appear among the five priority languages - French, German, Indonesian, Japanese and Mandarin Chinese - nominated by the State.

In **South Australia** the documents which set the basis for LOTE policy in the State include *Linking People Through Languages: Languages Other Than English in Our Schools*, a kit prepared by the Education Department of South Australia, the South Australia Commission for Catholic Schools and the Multicultural Education Coordinating Committee.

These documents have identified the following priorities:

a the opportunity for students to maintain and develop their mother tongue R-7
b the opportunity for all students to learn at least one language other than English R-7

c access for all students to the study of a language other than English at the secondary level
d reasonable spread and balance across the State of the following eight identified languages of wider teaching: Chinese (Modern Standard), French, German, Greek (Modern), Indonesian, Italian, Japanese and Spanish.

In **Western Australia** the *Languages Other Than English: LOTE Strategic Plan* (1991) the Ministry of Education sets guidelines guaranteeing that:

> ... access to quality LOTE programs be available to all students in their schools in accordance with their interests and needs, with the expectation that study of a LOTE will be available as a normal educational experience for all children.

The planned outcomes of this policy are:

a The progressive introduction of LOTE into primary and secondary schools so that access to quality LOTE education will be available to all students.
b The provision of high-quality LOTE programs that provide for student entry in early, middle and upper primary years and in Years 8 and 11 in secondary schools.
c The promotion and expansion of the teaching of LOTE in primary and secondary schools. 'In the first instance the languages to be supported are Chinese, French, German, Indonesian, Italian and Japanese' (Ministry of Education, WA 1991:4).

For **Tasmania**, Barry Muir in the National Briefing and In-Service Seminar for Italian Language Advisers (5-9 November 1991) commented on his Tasmanian Report (in press):

Tasmania's policy statement on the teaching and learning of Languages Other Than English (LOTE) is still under review. There are several issues being addressed in the revised policy statement and these include:

a The place of LOTE in the primary curriculum
b 'Compulsory' language learning
c The Asian/European balance

Again a question of balance has been posed by the State.

In the **Northern Territory**, the *Ten Year LOTE Implementation Strategy* states that:

> ... the LOTE Policy document ... emphasises the Government's belief that the study of languages is educationally desirable for all students during their school careers.

2.3 Spanish courses 1991 - 1992

When we look at the present situation of the Spanish language in Australia we need to bear in mind the history of its development, so that we can gain a better understanding of its real dimensions. Most of the data presented in the following section were compiled from our research in 1992; hence they represent the latest findings on Spanish in Australia.

In line with total population figures and the location of the SSB population, the majority of institutions that teach Spanish are located in NSW (almost 50), followed by Victoria and South Australia, with fewer than five each in Queensland, Western Australia, the Northern Territory and the ACT.

2.3.1 Primary level

As we have seen in the previous section, there is a predominant number of NSSB children in the Spanish primary programs. In many ways we can say that Spanish is in a healthier situation at primary level in that there is not only a big and increasing number of students, but also that this may represent the future of language teaching in Australia.

In **NSW** there are 15 Government primary schools, six Catholic schools and two Independent schools that offer Spanish. In 1991 there was a total of 1,802 students studying Spanish at primary level - 1,542 non-native speakers and 260 native speakers. No figures for student numbers could be obtained from the Catholic Education Office, Sydney, for 1991-92.

There are also two Independent schools - the Redfield College and the International Grammar School - offering Spanish in Years 2 to 12 and Years 3 to 10 respectively.

In **Victoria** 372 Government primary schools provide language programs, representing 24% of the 1,554 primary schools (Department of School Education, Victoria 1992:22). LOTE programs are resourced in three different manners: supernumerary, insertion and other. Of the schools that offer LOTEs, 155 have supernumerary staff, ie, the schools have an allocation above establishment of one or more full-time or part-time teachers provided by the Ministry. There are five schools offering Spanish in this category.

Sixty Government schools conduct insertion programs for which teachers are funded by an ethnic community organisation. These programs operate during school hours. There are no Spanish programs in this category (Department of School Education, Victoria 1992:38-39).

The remaining 168 Government schools provide languages from within their own resources, have arrangements of various kinds with other schools and community groups, or have other sources of funding. There is only one Spanish program in this category, with 135 students studying

Spanish as a second language (Department of School Education, Victoria 1992:28).

The total number of primary students studying Spanish in Victorian Government schools is 1,206, representing 2.1% of total LOTE enrolments. Most students are enrolled in programs staffed with supernumerary teachers (1,071), the majority of them attending second language programs (627), followed in numbers by other programs (213), by bilingual programs (179) and by mother-tongue development programs (52).

The Department of School Education in Victoria reports that 'the number of supernumerary teachers provided since 1989 has increased with a corresponding increase in schools providing programs with supernumerary teachers'. In 1989, 14% of the 1,579 primary schools provided LOTEs. By 1991, almost one-quarter of the 1,554 primary schools were providing LOTEs. However, more schools are now providing languages by other means. For example, schools are making arrangements with neighbouring schools to share a language specialist teacher or a member of staff with a LOTE background. Some have discretionary special needs staff; parents and community groups sponsor programs (Department of School Education, Victoria 1992:25).

However, teachers reported that programs normally grow out of the presence of a teacher who is able to teach the language. If that teacher leaves, there is no continuity of the program. Principals are not aware of the importance of the Spanish language. They tend to favour those languages that have more teachers in the system, such as Greek and Italian. Others were of the opinion that the main problem with the establishment of Spanish programs lies with the Department of School Education's lack of promotion of this language. They claim that as soon as Spanish is offered in one school they have students ready to take it, and that there is a natural attraction to Spanish at primary level that needs to be explored by the Department.

In 1988 the Catholic education system had 270 students studying Spanish in five primary schools. In 1989 194 Catholic primary schools were teaching one LOTE and three of them offered Spanish with a total of 395 students. By 1990 the number of schools teaching one LOTE had slightly decreased (191) but there were still three primary schools offering Spanish with a total of 646 students. (See Table 2.4.)

Class	Prep.	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Numbers	77	103	150	123	133	27	33	646

Table 2.4
Spanish in Primary Catholic Schools - Victoria 1990
Source: Catholic Schools Victoria (1990:1)

There was a considerable increase from 1988 to 1990 in the number of students in Spanish from 270 to 646, an increase of 239%.

We need to add here the Independent schools. There has been a considerable increase in numbers since 1988 when there were three primary schools offering Spanish with 55 students. By 1990 there were two schools with 95 students. In 1991 those two schools - Chairo Christian

School and Melton Christian Academy - had a total of 140 students and two teachers (Association of Independent Schools of Victoria Inc. 1991:3, 5, 8, 12, 35 and 40). While there was a decrease in the number of schools teaching the subject from 1988, the number of students has increased by 254% during this period. Table 2.5 shows the distribution of students across the different years.

Level	Prep.	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	
Sex M	12	7	19	13	7	8	7	73
F	13	9	11	10	10	4	10	67
Total	25	16	30	23	17	12	17	140

Table 2.5
Spanish in Primary Catholic Schools - Victoria 1990
Source: Catholic Schools Victoria (1990:1)

Although the Victorian School of Languages caters mainly for secondary LOTE students, 25% of enrolments are at primary level with over 2,000 students. Spanish is one of the languages offered, representing 8.5% of the total of LOTE primary learners (Department of School Education, Victoria 1992:29).

In **Queensland** there is a cluster of public schools teaching Spanish at present. Mooloolah State School which has taught Spanish as a second language for a number of years has a total of 245 students from Years 1 to 7. It has instigated the move to introduce Spanish to other schools in the Sunshine Coast region: Beerwah State School, Teacherster State School, Landsborough State School, Beerburrum State School and Glasshouse Mountains State School. These schools teach Spanish from Years 1 to 7, and have a sister school in Spain. These schools act as feeders for Beerwah High School.

Raceview State School has also been teaching Spanish from Years 1 to 7 for some time, with a total of 671 students. It has language maintenance for SSB students and an immersion program that teaches Spanish across the curriculum. It is community based and officially supported by the Government.

In the Brisbane South Region there are two primary schools, Carina State School with a total of 51 students (27 in Year 3 and 24 in Year 5) and Yeronga State School with a total of 148 students (24 in Year 5, 85 in Year 6 and 63 in Year 7). In the South Coast Region we found two more primary schools, Crestnead State School with a total of 16 students (all of whom are in Year 1), and Kimberley Park State School with 1,485 students (Years 1 to 7). (Information provided by the Department of Education, Qld).

In 1990 there were also three Catholic primary school programs, at St. Mark's, Inala with 340 students (Years 1-7), St. Peter and Paul's, Bulima with 46 students (for Year 3), and St. Pius, Banyo with 38 students (Years 1-2).

In the **ACT** in 1991 there were 975 students studying Spanish in primary public schools. There were no programs in non-Government schools (Department of Education and the Arts, ACT).

There are only five schools teaching Spanish in **South Australia**. The Independent schools had 62 students in primary in 1991. The Independent Board does not register any numbers for 1990 but shows 101 students in 1989 and 70 for 1988. There is either a fluctuating clientele of students or Spanish numbers have not been properly kept. The Catholic education system registers 64 students in their primary programs for 1991.

In the rest of the country there is a paucity of Spanish primary programs. There is only one school, Jingili Primary, in the **Northern Territory** with a total of 23 students (Northern Territory Department of Education). In **Tasmania** and **Western Australia** there are no programs.

As far as pre-school programs are concerned we are aware of only one Government language maintenance program, funded by Fairfield City Council at the Canley Vale Bilingual Childcare Centre. This program, which started three years ago in response to community demand and teacher initiative, was under threat a couple of years ago, when even some teachers refused to work in the Centre because they felt that their bilingual program was detrimental to the language development of the children. Staff from the Faculty of Education at the University of Western Sydney, Macarthur, had to conduct a research project funded by the Fairfield City Council to find out the impact of the program on language development. The findings, as anticipated, proved quite the contrary.

2.3.2 Secondary level

Secondary programs, in contrast to primary ones, have developed around the presence of SSB students. There is a historical reason for this. The syllabus at senior level was designed originally to cater for the needs of the native speakers in language maintenance programs. The beginner courses developed much later.

In **NSW** there are 13 Government schools and eight Catholic secondary schools that offer Spanish. In 1991 there were 674 female and only 29 male students of Spanish in the Catholic secondary system (369 in Year 7, 168 in Year 8, 51 in Year 9, 59 in Year 10, 30 in Year 11 and 26 in Year 12). The disproportion of females is extreme and we believe reflects the fact that the Principals of most girls' schools have chosen Spanish, rather than a common trend for girls to choose this language rather than boys (Catholic Education Office, Sydney).

There are also three Independent schools, the Redfield College and the International Grammar School, offering Spanish in Years 2 to 12 and Years 3 to 10 respectively; and the Australian International Independent School offering Year 11 and 12 2z (beginner level) Spanish.

As we have seen before, Spanish is one of the 12 nominated State languages. The Board of Studies in NSW regulates all school syllabus and Higher School Certificate (HSC) examinations.

There has been an overall slow but steady increase in the HSC candidature in NSW, from a little over 200 in 1987 to a little under 350 in 1991. There was a strong push, possibly attributable to the release of the NPL, that has been maintained during recent years.

There was also a curious development in the choices made by the Spanish candidates. There was an increase in students taking the 2 Unit Paper in 1991 that declined in 1992, the reason being that there was a new syllabus introduced that year. The perception of students was that in this new syllabus the 3 Unit Paper was going to be easier than the previous one because the emphasis had shifted from civilisation to language, ie, the new 3 Unit Paper has extra language demands rather than more and harder civilisation questions. This was of course a false perception since the paper turned out to be a difficult one in 1991. The enrolment in 1992 thus reverted to previous patterns. We feel that the proportion of candidates in the 2 and 3 Unit papers will remain steady in the future until there is a much needed syllabus review. (For more details about the NSW HSC syllabus see Section 2.3.9 on 'Available Curricula'.)

At beginner level, the first 2z course in Spanish was introduced as late as 1985. This syllabus is still operational and caters for the needs of the non-native speaker. However, some problems have arisen in the candidature of this course which will also be discussed later in Section 2.3.9.

Spanish was also offered as part of an optional Level I interpreting course in NSW. (NAATI Level 1 has now been discontinued.) Although this was a generalist skills-based course, language specific material had been prepared in Spanish to assist students and teachers in their study. The schools arranged with the Ethnic Affairs Commission of NSW to organise an annual event where the students are formally presented with certificates. We need more activities like this that elicit from the students a pride in their language skills.

A joint effort between TAFE and secondary schools resulting directly from the Carmichael Report is the National Australian Vocational Certificate. For this students in senior years who are not academically inclined can go to TAFE to learn a trade. These students are strongly encouraged by their teachers to take a LOTE, especially if they are interested in strands such as the hospitality industry, tourism, etc.

In **Victoria** the situation is quite different. In 1991, 82% of all secondary colleges provided languages at one or more year levels, which represents a 12% increase since 1989 (Department of School Education, Victoria 1992:9). However, this increase in the percentage of secondary colleges providing languages is mainly in Years 7 and 8, which is rather different from the present NSW situation. It was also reported that the majority of colleges do not provide language programs beyond Year 10. Some 21% of colleges provide a continuous language program from Years 7 to 12. In fact the percentage of students drops dramatically from Year 7 to Year 12: 80% of students in Year 7 study a language, while at Year 12 the percentage studying a language is 2.8% (Department of School Education, Victoria 1992:9).

In colleges that provide languages, the majority of students are required to study a language at Year 7 (96%) and at Year 8 (87%). The study of a language is usually optional beyond Year 8. The decline in the numbers of students taking languages is most pronounced at the end of Year 8 and Year 10. Students who take a language at Year 11 tend to continue to Year 12 (Department of School Education, Victoria 1992:9).

Spanish is one of the 16 languages studied in secondary Government colleges but does not feature as one of the most frequently taught languages in Victoria. In 1991 there was a total of 486 students studying the language, representing 0.2% of all students and the 0.6% of LOTE enrolments. Table 2.6 shows the 1991 distribution of student numbers across the different years.

Year	7	8	9	10	11	12	Mixed	Total
Numbers	120	179	86	21	31	25	24	486

Table 2.6
No. of Enrolments in Spanish in Government Secondary Schools Victoria 1991
Source: Department of School Education, Victoria 1992.

As we can see after Year 8 Spanish enrolments drop by half and after Year 9 it is reduced to a fourth in relation to the previous year. This, as we have said before, is a general trend in all the languages in Victoria. It is interesting to note that according to the Department of School Education in Victoria there were only 25 enrolled in Year 12 in 1991, yet the Victorian Curriculum and Assessment Board showed a figure as high as 212 students. Obviously the bulk of the Spanish student population had to attend after hours classes at senior level.

In the Catholic system numbers have decreased in recent years. In 1988 there were 593 students in secondary schools studying Spanish. In 1989 three out of 53 schools teaching one LOTE were offering Spanish with a total of 355 students. The main drop took place in Year 7 when numbers dropped from 377 to 148. In 1990 out of 56 secondary schools teaching one LOTE there were still three schools offering Spanish, with a total of 311 students. Again Year 7 figures dropped from 148 to 139 and in Year 10 they went from 61 to 23. No figures could be obtained for 1991-92.

The Victorian Curriculum and Assessment Board has released the figures that appear in Table 2.7 for Year 12 Spanish enrolments 1986-92:

Year	1986	1987	1988	1989	1990	1991	1992
Numbers	131	147	179	193	191	210	212

Table 2.7
LOTEs - Year 12 Enrolments 1986-1992
Source: E. J. Byron, June 1992, VCAB.

These figures show a slow but constant increase in enrolments with a plateau in 1989-90. This increase was similar to that in NSW and it could be attributed to the impact of the release of the NPL and also to an increase in the SSB students attending secondary education.

If we compare these numbers with the number of students in Year 12 and if we add to this the fact that there are no secondary students studying Spanish in Independent schools in 1991 (Association of Independent

Schools of Victoria 1991:5) and only 14 students in Catholic schools in 1990 in Year 12, we can readily infer that a great majority of matriculation students are forced to attend after hours classes in the Victorian School of Languages to be able to complete their studies.

In 1992 in Victoria Spanish was removed from the list of languages for priority funding nominated by the State, in favour of Vietnamese. This has been a major blow to the language as it is expected that it will have negative consequences for future enrolments. While the priority grant policy was designed to encourage language study, there is concern that schools will favour State priority languages, because of the DEET $300 funding attached to that category (DEET 1991), rather than select languages based on need. Thus even existing Spanish programs could be under threat in the future. Tertiary and secondary teachers have formed a support group to lobby for the Spanish language and reverse the situation. However they do not hold much hope, since they claim that they lack support from the Department of Education which is more interested in promoting the already well established languages that have a good number of teachers in the system already. In some schools because of this infrastructural problem some Spanish programs have been left to die and have been replaced by other traditional languages in Victoria or some of the well promoted Asian languages. One obvious case is the Sacred Heart, a Catholic school in Victoria, where the Spanish program was slowly reduced and gradually replaced by German and Japanese. It is currently taught only in Year 12, processing only the students who are still in the system, and it is expected that it will be discontinued next year.

In the **ACT** in 1991 there were 87 students studying Spanish in Government schools in Years 7-10 and 61 in Years 11-12. There were no existing programs in non-Government schools (Department of Education and the Arts, ACT). Although the candidature is smaller, matriculation numbers have remained relatively steady, ranging from 25 to the low 40s.

In **South Australia** there are three secondary schools offering Spanish at present. Matriculation numbers have increased, from under 20 in 1987 to over 60 in 1991.

In the **Northern Territory** Spanish matriculation numbers have dropped from 1988 when they had eight students at secondary level to 1990 when the candidates amounted to only two. At present there is only one school, Casuarina College, offering Spanish at secondary level with 12 students studying Spanish at the end of 1991. There is only one candidate sitting the HSC examination this year. This is the only school in the Northern Territory that has ever taught Spanish in Year 12. There have never been any Saturday schools in the Northern Territory (Northern Territory, Department of Education).

In **Queensland** there is only one secondary school, Beerwah High School, offering Spanish in Year 8. This high school has several feeder primary schools in its cluster. In 1992 an important change took place in this State. The first Spanish senior syllabus was written for implementation in 1993, so it is expected that numbers will grow in the future.

In **Tasmania** there is also only one secondary college, Elizabeth College, offering Spanish, with three teachers and a total of 25 students in Year 12 for 1991. Numbers increased from 64 in 1988 to 118 in 1990 before declining. No explanation could be obtained for the cause for this drop in numbers (Curriculum Services, Department of Education and the Arts).

There are no existing programs in Spanish at secondary level in **Western Australia**.

The totals of all students in NSW, Victoria, the ACT and South Australia matriculating matriculating in Spanish rose from under 300 from 1987 to just under 600 in 1989, before decreasing slightly over the 1990-91 period. It seems that one of the main external reasons for this light decrease could lie in the Government's push to study Asian languages. However, we need to look at the attitude of students studying Spanish at senior level in order to determine the internal motivation for their choices.

Student Profile: A survey of Year 11 Students

Below we illustrate the findings of our analysis of the statistical data for the attitudinal questionnaire, supplied to us by La Trobe University. All the background information regarding methodology, aims of the study and information about the sample population appear in the methodology section of this report (Chapter 1).

Of the 46 students who completed this questionnaire 89% are L1 students (ie, native speakers of Spanish) and 11% are studying it as their L2 (second language). Out of this sample, 32.6% discontinued Spanish after Year 10 made up of 28.2% L1 students and 4.4% L2 students. Some 67.4% of the sample continued the language to Year 11, made up of 60.9% from L1 and 6.5% only from L2. This information is illustrated in Table 2.8.

Status	L1	L2	Total
Discontinued	13	2	15
Continued	28	3	31
Total	41	5	46

Table 2.8
Description of the Students Status in the Sample

It should be noted that the sample of students studying Spanish as a L2 is too insignificant to be valid. Nevertheless, for the purpose of comparison we shall point out that the percentage of non-Spanish speaking background students who discontinued the study of Spanish after Year 10 was found to be 40%, slightly higher than that of native speakers, which can be attributed to the curricula problems that we shall mention in Section 2.3.9 on 'Available Curricula'.

Of the sample population, 67.4% is female and 32.6% is male. The higher percentage of females is not surprising at this level of education for languages in general given that female matriculation numbers always exceed male ones.

Some 56.5% of the sample was born overseas and the remaining 43.4% did not answer the question. It could be inferred that the rest of the sample were second or third generation SSB students or that they resented answering the question. Table 2.9 illustrates some of the more common places of origin of these students.

Country	No.
Chile	16 (34.8%)
Uruguay	3 (6.5%)
Spain	2 (4.3%)
Argentina	1 (2.2%)
Other countries	4 (8.8%)
Total	26

Table 2.9
Number of Students Born Overseas

Despite the small number of replies to this question, the proportion of nationalities represented here fairly closely parallels distributions in the overall Australian population. (See Chapter 3.)

A fair proportion of the students surveyed had parents with a basic education. Indeed, according to Table 2.10, 28.3% of respondents stated that their fathers' level of education was Year 12 and the same percentage stated that their fathers' education was just post-primary. Some 17.4% of respondents stated that their fathers had an undergraduate degree and 4.3% stated that their fathers had a postgraduate one; 13% of students' mothers held an undergraduate degree and 6.5% a postgraduate one. This is quite high for first or second generation migrants and probably reflects the middle class background of a great proportion of the SSB population. However, we feel that these figures are too small to draw any class inferences.

Although these figures are not statistically significant, these findings reinforce our perception that, in general, there are more SSB women than men studying at tertiary level. However, a wider study needs to be undertaken to verify our finding.

Course	Father	Mother
Primary	7 (15.2%)	8 (17.4%)
Post primary	13 (28.3%)	12 (26.1%)
Year 12	13 (28.3%)	12 (26.1%)
Undergraduate degree	8 (17.4%)	3 (6.5%)
Postgraduate	2 (4.3%)	6 (13%)
Other	1 (2.2%)	3 (6.5%)
No response	2 (4.3%)	2 (4.3%)

Table 2.10
Parents' Level of Education

Table 2.11 shows the subjects besides Spanish most commonly studied by this sample population. Considering that the number of subjects listed is lengthy - almost 100 - only the most popular subjects will be shown here.

The high percentage of students taking religion as a subject is a consequence of the character of the sample, ie, a large portion comes from the Catholic sector where religion is compulsory. The sample of students taking Spanish is from a mixed background, in that there are some with a

mathematical background, others with a legal background and others with biology as a strand of study.

Subjects	No.
Maths	35 (76%)
Religion	21 (45.6%)
Computers	15 (32.6%)
Biology	14 (30.4%)
Legal Studies	13 (28.2%)

Table 2.11
Most Common Subjects Studied by Students of Spanish

Table 2.12 summarises the home language background of the sample population. As anticipated by the previous findings, 78.3% of the sample is from a SSB, with 10.9% of English monolinguals and 6.5% of other LOTE speakers. Only a very small proportion of native speakers of one language study another LOTE at school.

Language spoken at home	Number
Spanish	36 (78.3%)
Other languages	5 (10.9%)
English only	5 (10.9%)

Table 2.12
Language Spoken at Home

To explain the reasons why they have opted to continue or discontinue studying Spanish in Year 11, students were required to rate a list of 15 statements on a scale of 1 to 5, where 1 stood for not important and 5 for very important. The reasons for discontinuing Spanish after Year 10 are varied as Table 2.13 shows.

Reasons for discontinuing	Percentage response
There were too many native speakers	21.9%
The subject was too difficult	18.8%
Other reasons	18.8%
I considered other subjects more important	18.8%
I did not like the teacher	9.4%
The language was not available	3.1%
There were timetable clashes	3.1%

Table 2.13
Reasons for Discontinuing Spanish

Table 2.13 seems clearly to corroborate the fact that the presence of native speakers in language courses has a direct correlation with the discontinuation of the study of Spanish by non-native speakers. Indeed the highest response to the question regarding reasons for discontinuing the study of Spanish, with a 21.9% response rate, was 'there were too many native speakers'. This can be further substantiated by the statement 'the subject was too difficult' which scored the second highest response rate. However, 'Other reasons' and 'I consider other subjects more important' had exactly the same score, making any hypothesis difficult. We obviously would have needed a bigger sample to have a clearer picture of the general situation.

Table 2.14 illustrates the reasons for continuing study of Spanish. An average rating for each statement has been worked out.

Reasons for continuing	Language 1	Language 2
Ethnic origin and/or religion	3.5	3.5
Contact with the Spanish-speaking community in Australia	3.46	3.5
Other contact with Spanish-speaking countries (past travel, friends, parents' work, etc)	4.1*	4
Thought this would be an easy subject	3.31	3.5
Had had good marks in the past	3.82	4
Like studying languages	3.64	4.5*
Like studying about the culture and society of the Spanish-speaking countries	3.62	4
Liked the teacher	2.24	2.5
Spanish may enhance career prospects	4.1*	3.5
Have definite plans to work in an area of employment where Spanish is used.	3.06	3.5
Would like to travel or live in a Spanish-speaking country.	3.79	4
Was advised to continue with Spanish by my family	3.2	1.5
Was advised to continue with Spanish by the teacher.	2.62	2.5
Had one or more friends taking Spanish	1.82	2
Other subjects were less attractive	1.67	2

Table 2.14
Reasons for Continuing with Spanish

As is evident from the above data, native speakers (L1 students) attributed greater importance to the fact that 'they have had other contact with the language through friends, past travel, etc', that 'Spanish may enhance their career prospects' and that they 'had had goods marks in the past'. Their ethnic origin was also considered important. These four statements scored the highest average rating of responses. A few conclusions can be drawn from this. One is that their bilingualism gives them a taste and a flair for languages; another is that native-speakers perceive Spanish as an important language and an asset for future career opportunities and finally that their level of success in the learning of Spanish has motivated them to continue studying the language. Other reasons which scored high average ratings were 'would like to travel or live in a Spanish-speaking country' followed by 'like studying languages' and 'like studying about the culture and society of countries where Spanish is spoken '. Indeed travelling is one of the major motivations across all languages and gives us further grounds to promote in-country study whenever possible.

The statements that scored the lowest rating among L1 students were 'other subjects were less attractive' and 'had one or more friends taking Spanish', which scored 1.62 and 1.82 respectively. It can be inferred from these data that native speakers of Spanish have strong convictions for continuing with the study of Spanish and that they elect to do so because they see it as an asset for the future. Peer group pressure is definitely not an issue here, nor is pressure from teachers which scored an average rating of 2.62. Parental pressure, on the other hand, scored more highly at 3.2, suggesting that the family plays a significant role in the decision of native-speakers to continue studying Spanish. It also suggests that Spanish-speaking parents place a strong cultural importance on language maintenance.

The non-Spanish speaking background (L2) students, on the other hand, placed greatest importance on the fact that they 'like studying languages', followed by 'other contact with countries where the language is spoken (past travels, friends, parents' work)', 'like studying about the culture and society of Spanish-speaking countries', 'had had good marks in the past' and 'would like to travel', all of which scored an average rating of 4. It would seem from the statement that scored the highest, that L2 students continue the study of Spanish because they simply enjoy learning this language.

The statement with the lowest average rating by the L2 students was 'I was advised to continue with Spanish by my family'. That is, parental pressure on L2 students to continue with Spanish is not important, nor is peer pressure which scored only 2. The statement 'other subjects were less attractive', which was also rated at 2, is yet another indication of the fact that L2 students study Spanish because they are genuinely interested in the subject.

As Table 2.15 demonstrates the integrative reasons for continuing with the learning of Spanish elicited high to very high ratings. (Integrative motivation refers to those reasons that suggest a student is learning a language because of a desire to become involved with the foreign culture and people whereas instrumental motivation refers to the reasons which motivate a learner to learn a language for utilitarian purposes like improving social status or furthering a career, for example.) 'Other contacts with countries where the language is spoken' scored the highest average rating among L1 students, an expected response given their life experience. On the other hand 'I like studying languages' scored the highest average rating among L2 students.

Integrative Reasons	L1	L2
Contact with the Spanish-speaking community in Australia	3.46	3.5
Other contact with other Spanish-speaking countries	4.1	4
I like studying languages	3.64	4.5
I like studying about the culture and society of the Spanish-speaking countries	3.62	4
I want to travel or live in a Spanish-speaking country	3.79	4

Table 2.15
Integrative Reasons for Continuing with Spanish

As illustrated in Table 2.16, the instrumental reasons for continuing with the learning of Spanish also elicited high to very high ratings for both L1 and L2 students. Whilst 'I do not have definite plans for the future but I feel Spanish would enhance my career prospect' scored the highest rating among L1 students, 'I had good marks in the past' scored an average rating of 4 among L2 students.

Instrumental Reasons	L1	L2
I thought this would be an easy subject for me	3.31	3.5
I had good marks in the past	3.82	4
I do not have definite plans for the future but I feel Spanish would enhance my career prospects	4.1	3.5
I have definite plans to work in an area of employment where Spanish is used.	3.06	3.5

Table 2.16
Instrumental Reasons for Continuing with Spanish

Question 13 consisted of a self-evaluation by the subjects of their language skills on their speaking, listening, writing and reading ability. They were given a scale of 1 to 4, from a poor level of ability to fluency in the language. The ratings were scored numerically with 16 being the highest score and 4 the lowest one. In Table 2.17 we illustrate the findings both for continuing and discontinuing L1 and L2 students. For the purposes of illustrating the findings, we rated any response below 9 as negative and any response above 9 as positive.

	Positive	Negative
Continuing L1 Students	87.1%	12.9%
Continuing L2 Students	100	0
Discontinuing L1 Students	40%	60%
Discontinuing L2 Students	-	-

Table 2.17
Self-Evaluation of L1 and L2 Continuing and Discontinuing Students

It should be noted that the sample population for L2 students is much too small to be valid. Only three subjects of the five in this category continued studying Spanish in Year 11 and both rated their overall ability with the language as a perfect score of 16.

The 'fluent' mean for the entire sample population is 12.5870 with an standard deviation of 8.8809. This is an indicator of the high level of language among students of Spanish, on the one hand, from which we confirm the fact that the majority of these are L1 students or that they feel quite confident with their skills in the language. The high standard deviation of over 8 for the overall sample population is understandable since it covers both L1 and L2 continuing and discontinuing students.

We have obviously had a sampling problem as the number of responses was much smaller than for the other languages. Consequently we cannot really make any general comment about the L2 students with any degree of confidence. However, we have corroborated the fact that the presence of native speakers in the same course discourages non-native speakers as the scaling procedures would certainly discriminate against them. This is a major disincentive that needs to be tackled soon by creating a new syllabus for these students. It certainly confirms teachers' perception of the problem and contradicts the axiom that teachers are not good sources of information about what motivates students. (See Section 2.3.9 on 'Available Curricula'.)

When it comes to the L1 students we can certainly draw some general conclusions about the attitude of the sample. They obviously constitute the bulk of the student population studying Spanish at senior school. It seems also that almost two thirds of these students continue their Spanish studies after Year 10.

There were more integrative reasons scoring high points than instrumental reasons for continuing with Spanish. This can easily be explained by the close contact that these students have with the Spanish-speaking community. Peer pressure, dissuading students from continuing Spanish, contrary to what we would have expected, did not score highly at all.

Correspondence Courses

Not all matriculation students attend normal high school Spanish classes. In NSW schools require a minimum of 15 students in junior years and ten students in Year 10 to form a LOTE class. Depending on the school's educational environment - whether it has a sympathetic Principal or not, whether there is a School Council that believes in the benefits of LOTE learning, etc - the schools decide independently on their own needs. When classes are not formed there is the option to attend either a correspondence course or an after hours course. The Open High School (previously known as the Correspondence School) in NSW does not accept more than three students in each subject from each school. If there are more, they have to attend after hours programs. The Open High School caters for some of the language teaching gaps that the mainstream is not prepared to cover.

NSW Saturday School - Victorian School of Languages

When there are more than three students wanting to do the same LOTE they are obliged to attend the NSW Saturday School or the Victorian School of Languages.

Currently NSW has nine Saturday Schools with a Spanish program with a total of 744 students. These are Ashfield Boys High (200 students from Years 7 to 12), Chatswood High (53 students from Years 7 to 12), Grantham High (96 students from Years 7 to 12), Kogarah High (58 students from Years 7 to 12), Liverpool Girls High (147 students, from Years 7 to 12), Merewether High (22 students from Years 7 to 12), Randwick North High (98 students from Years 7 to 12), Strathfield Girls High (29 students in Year 11 and 14 in Year 12, giving a total of 43 students), and Wollongong Public (27 students from Years 8 to 12).

In NSW students are not permitted to attend a Saturday School where a mainstream program exists. Saturday Schools are a good way out for principals to avoid or postpone the decision to implement a LOTE in their own school: 'The principal who runs the school has the right of the final decision on what languages to implement. They can go to the local Saturday School, therefore they are not denying the student the opportunity,'[7] declares one teacher disapproving of the system. In fact it was informally reported to us in an interview, that one high school in NSW has 130 students studying a LOTE in the Saturday Schools program. This is a clear indication that some principals do not want to assume the responsibility of introducing a LOTE in their own schools if they have a cheaper resource at hand.

In fact a great proportion of the NSW student population taking the HSC Examination attends Saturday School - approximately 750 students in 1992. This is a very inequitable situation as these students are required to sacrifice part of the week-end to attend these classes. The situation becomes more alarming when - as we have seen in the section entitled

7 Interview with secondary teacher Patricia Conti.

'The Presence of Spanish-Speaking Background Children in Australian Schools' - most of the first, second and third generation SSB students are in Saturday School programs.

The Victorian School of Languages provides 33 languages in 21 Centres throughout the State. Spanish is one of the languages offered. At present there are nine centres in the Victorian School of Languages program offering Spanish with a total number of 695 students, at both primary and secondary level. Enrolments had peaked at 970 in 1988. In 1992 there were 31 classes of which seven were primary and 24 were secondary. The centres where Spanish classes were run were Collingwood College, Dandenong High School, Matthew Flinders Girls' Secondary College, Glen Waverley Secondary College, Maribyrnong High School, University High School, Springvale Secondary College, Thomastown Secondary College, and Kellor Downs Secondary College.

The after hours programs have been under review both in Victoria and NSW. There is a big push for decentralisation in both educational systems and these programs have been targeted to be administered by their regional educational offices. It is hoped that many of these classes will be incorporated into the mainstream programs if equity is applied at all levels of education.

2.3.3 Ethnic schools

The Commonwealth's Ethnic Schools Program (ESP) was established originally in 1981 as a two-year pilot program with the aim of providing assistance to language maintenance programs for Australia's multicultural society and increasing the awareness and understanding of all students of all backgrounds. It is administered by the Department of Employment, Education and Training. The ESP operates in two modes: insertion classes during school hours and after hours classes outside regular hours in school premises or other buildings (DEET 1990:41).

The program and the funding system were reviewed in 1991. The ESP is now referred to as the 'Community Languages Element' of the Language in Schools section of the Australian Languages and Literacy Policy, to create a point of reference for the thrust in English which the Government is fostering at present. Funds are now paid directed to the State and Territory education authorities so that they can - in 'a collaborative effort' - reallocate them to systems or non-systemic schools (DEET 1991:86). Table 2.18 shows the distribution of funding for 1992.

Other identified sources of supplementary funding for Ethnic Schools apart from the States, are the Ethnic Teachers and Parents' Association, the Spanish Government through the Spanish Program in Australia and local schools.

According to DEET records, in 1991 there were 11 Ethnic Schools teaching Spanish in NSW, five in Victoria, one in the ACT and two each in

Queensland and South Australia that were receiving Commonwealth funding. Table 2.19 shows the distribution of funding and student numbers for that year.

State	Government Schools/Educ. Institution - $000	Non-Government Schools $000
NSW	2,456	748
Victoria	1, 662	2, 758
Queensland	455	272
Western Australia	260	128
South Australia	348	109
Tasmania	18	4
Northern Territory	28	0
ACT	75	79
Total	5,302	4,098

Table 2.18
Community Languages Element - Allocations for 1992
Source: DEET 1992: 61.

	NSW	Vic	Qld	SA	ACT	Total
Students	318	471	260	35	85	1,169
Funds $	12,243	18,133	5,236	1,347	3,272	40,231

Table 2.19
Student Nos. and Funds by State - 1991
Source: DEET, Schools and Curriculum Division, Targeted Programs Branch.

The source of funding for the Ethnic Schools is shaped more by ethnic lobbying than by the international significance of the language for Australia. This leads to considerable distortions in the allocation of funds. Funding dedicated to Spanish is minimal if we compare its international importance with a language such as Italian, that receives ten times more funds ($4,673,978). The importance that we should place on lobbying when it comes to Government funding becomes quite clear.

In 1987, student numbers in Ethnic Schools ranged from 28 to 135 students with an average number of between 40 and 60. In 1988, the numbers ranged from 30 to 75 students, with 50 to 60 being the average number of students. In 1989, the numbers ranged from 15 to 115, with 35 to 45 students being the average number. In 1990, the numbers ranged from 18 to 120 students, with 25 to 35 students being the average number of students.

Although enrolment trends are difficult to judge, there may be a plateau at present perhaps due to the declining migration of SSB people to Australia.

Of the 13 respondents from the Ethnic Schools sector, five from our survey stated that the level of support from the community at large and from parents in particular, was high; a further five respondents stated that the level of support was moderate; two stated that it was low and one did not answer the question.

According to our survey the teaching method most widely used by the teachers in the Spanish Ethnic School program is the eclectic method,

followed by grammar translation, audio-lingual and by a combination of the functional-notional and the eclectic. The teaching materials most widely used are videos, cassettes, slides and transparencies. Amongst the schools where the level of parental and community support was high or moderate, more resources were available (up to three and four different types) and where the level of support was low videos were the only teaching material used.

Of the 13 respondents, eight stated that they had one or two teachers in their program; four stated that they had three or four teachers and one stated that it employed over four teachers.

The majority of teachers within the Spanish Ethnic Schools program hold overseas teaching qualifications in Spanish. In fact 12 of the 13 respondents stated that the teachers in their program had overseas Spanish teaching qualifications with two of these institutions also having one or two teachers with an Australian Diploma of Education in LOTE ; one respondent stated that it had one or two teachers with an Australian Diploma of Education in Spanish.

One of the consistent complaints received while interviewing teachers was that after-hours programs are unpopular with students and parents. Many teachers reported that parents were very unhappy about these arrangements. The following report from a teacher in Queensland is typical of the general feeling about after hours language courses in Australia:

> The general complaint about this program is that parents find it difficult to take their children to night classes, especially to a centralised point. Insertion classes may be a solution except there is no single concentration of Spanish speakers in any particular area.[8]

This common complaint about after-hours schools highlights the difficulty in catering for the needs of the SSB community at large. We will consider these issues further in Chapter 3.

2.3.4 The Spanish program in Australia

The Spanish Government spends some $2 million each year in promoting and supporting teaching the Spanish language in Australia. Their contribution ranges from initiating special insertion classes in primary and secondary schools - some of which are also supported by Ethnic School funding - to special after hours language maintenance courses. While their original aim was to maintain the language of their own expatriates resident in Australia, the program has slowly evolved to one that aims to promote Spanish for all at all levels. This change in focus has been criticised by the Spanish community, but welcomed by the Australian public in general, as their generous contribution has assisted the formal sector to establish and consolidate new programs. They also provide Spanish Advisers in the different State Departments of

[8] Interview with John Lanau, LOTE Officer, Languages and Cultures Unit, Brisbane.

Education who act as links with the schools providing information, resources and liaison services between teachers at different levels of the education system. The Spanish Program in Australia fulfils a special role also at tertiary level where it provides support in the form of teachers and materials.

The program has suffered some criticism from Latin American teachers who saw it as a threat to their own positions. They felt that rather than the Spanish Government bringing Spanish teachers from Spain directly (at a very high cost to their Government) it would be much more beneficial for everyone if they recruited unemployed qualified Spanish teachers in Australia. While one can have sympathy for such teachers' predicaments they have misunderstood the aim of these programs which was to provide teachers with a high degree of proficiency in present Spanish usage. It would also change the focus of the program itself as one of its main aims is to sell the new image of Spain through today's Spanish teachers.

The Spanish Program is also in charge of running the DELE (Diploma Español como Lengua Extranjera), a proficiency test in Spanish that accredits external students by means of an official Diploma. They offer Basic and Advanced Levels.

If the Cervantes Institute is created - a similar institution to the Alliance Française or Goethe Institute - the character of the Spanish Program in Australia will certainly change in the future.

2.3.5 Tertiary level

Thirteen universities teach Spanish at present. In general the study of the Spanish language in Australian universities has been limited to introductory courses within the various Faculties of Arts. Spanish has been seen as a medium for Spanish and Latin American Studies (ie, literature and history). However it has not been promoted as either a vocational strand, in teacher training especially, or as a skill-based subject to be linked to other areas, eg, in business or tourism. Only the new universities stemming from a CAE background have had a more vocational approach. The reason behind the different approach to language teaching is obvious if we remember that some CAEs were originally teachers colleges that evolved to acquire university status in the late 1980s. Thus the vocational aspect of the courses has been strongly maintained.

The pattern that has emerged in the tertiary sector is that the older universities offer a very academic, traditional program with Hispanic history and literature as majors and the younger universities offer more practical and vocationally oriented courses with interpreting, translation and teacher education as majors. The latter component is offered by some of the older universities, but most programs in the past have lacked language specific methodology, making the courses less professionally oriented and less appealing for the students.

As a consequence most SSB students presently opt for the Spanish courses offered by the new universities where their language skills are not only valued but can be efficiently improved at a high proficiency level. With the incoming flow of SSB migrants in the 1970s the older universities were forced to create special courses that could accommodate SSB students' higher language skills. In the 1980s these students were more attracted to the new universities, forcing the older ones to abandon most of their high proficiency language courses. In an attempt to compensate for this gap some have tried to offer more civilisation courses in English (civilisation courses have traditionally been taught in Spanish) and literature courses in translation. This latter development we feel has contributed even further to the devaluing of language skills, ignoring the common premise that it is only through the medium of LOTEs that we can truly have access to other cultures.

We will now briefly describe the character of the courses offered at different universities. We preferred wherever possible to allow each university to describe its own offerings.

We shall not attempt to give student numbers, since it is very hard to establish a consistent way of counting them. It is only fair to say that EFTSU numbers bear no real correspondence to students attending courses. For example, some departments are not given enough EFTSUs but due to the huge demand they over enrol and use any 'spare' EFTSUs from other areas. Others have too many EFTSUs for the real number of students they have in their courses. The only way to find out actual numbers would be through the Higher Education Contribution Scheme (HECS), a task that we understand DEET is already undertaking.

ACT

The University of Canberra

The Centre for Modern Languages at the School of Communication of the University of Canberra offers a three-year sequence in Spanish as part of its languages program. The courses are offered from beginner level to advanced. There are ten units of study in Spanish. There are also non-award programs in Spanish during summer vacation. The courses are intensive language ones co-sponsored with the Centre for Continuing Education, Australian National University.

New South Wales

The University of NSW[9]

The School of Spanish and Latin American Studies offers a wide and expanding range of courses in Spanish language and Spanish and Latin American culture, with special emphasis on literature, history and, more recently, film.

[9] Information provided by Dr John Brotherton.

Language students commence in one of three streams, beginners, intermediate or fluent (for native-speakers educated in Spanish). The first year course includes a cultural component, with a lecture series on major issues in and contemporary Spain and Latin America. Introductory literary studies are also included in the two non-beginner streams from the first year.

It is also possible for students to enter the School from their second year in the Faculty of Arts to study Latin American history, and so obtain a major in the School without necessarily studying the Spanish language. In order to proceed to the fourth or Honours year, they must do language study too.

From their second year of study all students may select from a variety of courses in language, literature, history, film and art history. Some of the non-language courses have a language course as a co-requisite. Students are spread fairly evenly over the literature, history and film/art history options, with the great majority of them maintaining language studies. A course in translation is to be introduced for the first time in 1993 as an option for advanced students.

The School has a strong postgraduate program. Its MA (Pass) degree in Latin American Studies continues to attract numerous well-qualified applicants, many of them from Spanish-speaking backgrounds. It is hoped that the change in the degree structure within the Faculty - now students will enrol for the MA at Faculty rather than School level - will allow this important community role to continue to be fulfilled.

The School has produced a number of successful PhD candidates over the past few years. It is proud of its record of producing high quality doctoral theses, and of its capacity to have students complete in a relatively short period. Its policy of dual supervision has contributed greatly to this.

The School has eight full-time members of staff and one half-time, and also employs a number of casual tutors. Staff research interests cover a wide range from applied linguistics, literature, theatre, history and social studies, to the history of saffron. Two members of the School are engaged in collaboration with colleagues from the Department of Economic History on a long-term ARC sponsored comparative study of Australia and Argentina.

The University of Sydney[10]

A recent initiative of the School of Spanish and Latin American Studies at the University of NSW, in conjunction with the Office of the Educational Attaché of the Spanish Embassy, was the introduction of Spanish to the University of Sydney. This has proved to be most popular amongst students - so much so that a restrictive quota has been applied to the student intake.

However, despite declarations of goodwill from both University administrations, it seems that neither is willing and/or able to fund the

[10] Information provided by Dr John Brotherton.

project. It seems that this bold initiative, which we believe to respond precisely to Government policy on resource rationalisation, will founder on the rock of funding inflexibility and, more immediately, of Faculty over-enrolment.

Last year there were five Spanish lecturers at the University of Sydney teaching five groups of between 20 and 25 students. Four of the five teachers were from the University of NSW offering a cross service to help run the project; the other teacher was funded by the Spanish Embassy. This year however, despite a large number of candidates wishing to do Spanish, only 40 were chosen to form the two classes that are available. There is now only one teacher running the Spanish program and she is funded by the Spanish Embassy. The situation for 1993 is still unclear as it seems there will be no funds available to continue with the project.

The University of Western Sydney, Macarthur
In 1992 Spanish was offered by the Division of Languages in the Bachelor of Arts (Interpreting and Translation) and in the Bachelor of Arts (Languages) courses. It is also offered in double degree format with the Bachelor of Teaching (Secondary) degree in the Division of Education. Common subjects are used across these degrees.

Spanish secondary teachers are prepared through the Bachelor of Teaching, where generic subjects include language specific method components. Secondary education students take two teaching methods, and for Spanish-speaking students the combinations of Spanish and ESL, and Spanish and Italian or Spanish and French are the most popular. A notable feature is that the Division of Languages is located in the Faculty of Education, despite moves to have languages taken to the Faculty of Arts and Social Sciences. Spanish finds itself, therefore, in an academic milieu that has strong connections with the teaching profession.

The BA (Interpreting/Translation) has proved to be the most popular degree for native speakers, where they can successfully apply and improve their already advanced language skills. Since 1991 Spanish has also been offered as a major research component of the MA (Hons) (Translation Studies). The degree requires one year of course work for those students who do not have a previous Honours degree or who need a linguistic background before commencing independent research. Postgraduate students with Spanish as their working language constitute 26.6% of the total MA (Hons) enrolment.

Spanish is offered in five different strands: introductory, advanced (working language), cultural studies, interpreting and translation. Students can combine the units according to their own linguistic needs.

A sequence of four units, Spanish 1, 2, 3 and 4, caters for the beginner students. Those units were at one stage each divided into 'a' and 'b' strands to make the units available to other faculties. The 'a' units centres on the aural/oral skills while the 'b' units are reading/writing ones.

A sequence of four units, Spanish as a Working Language 1, 2, 3 and 4, is intended to consolidate the language skills of native speaking students, all of whom are accepted partly on the basis of a language test that requires a high degree of Spanish proficiency. The units were originally conceived as support for studies in interpreting and translation, and their content still reflects this. Language is taught through themes such as education, law, health, social services, etc.

Parallel strands of four Hispanic Cultural Studies subjects are also offered which, although taught through the medium of Spanish, are not strictly language units. There are two subjects on Hispanic literature, one on Hispanic song and one on migration studies.

Interpreting and translation students have their own strands of professional subjects, namely the bi-directional Translation 1, 2 and 3 (English-Spanish) and Interpreting 1, 2, 3, 4 and 5 (English-Spanish), and the mono-directional Translation 4 and 5 (English to Spanish) and Translation 4 and 5 (Spanish to English).

Spanish was the first in-country language course organised by the Faculty. The course is expected to run every year in a Latin American country.

Spanish is the only language that uses CAL (computer assisted learning) programs in UWSM to reinforce language drills and facilitate independent study.

Funding rates have been the main concern in these courses. NAATI accreditation requirements make the interpreting and translation strand very costly. Language teaching at that level cannot be run in big groups, thus increasing the costing problem. The demand for Spanish courses is far greater than the Faculty can accommodate. Each year UWSM gets between 80 to 100 applications for the entrance examination in Spanish alone. Only 20% of those applicants gain acceptance.

The Division has three full-time native-speaker staff members whose expertise embraces Spanish and Latin American Studies, Interpreting, Translation and Education. A large proportion of the Spanish teaching is carried out by part-time casual staff. The Spanish Embassy provides significant teaching assistance. Without their generous contribution much of the research carried out by the Spanish section could not take place.

The Faculty of Education hosts two language research centres: the Language Acquisition Research Centre (LARC) (UWS, Macarthur branch) and the Language for Export Research Centre (LERC). LARC is one of the research and development centres of the NLLIA. In LARC research is being conducted into the stages of Spanish language acquisition.

LERC is one of three nominated research centres funded by the UWSM. At LERC research is taking place in many aspects of the Spanish language such as the use of Spanish in the export sector, the advantages of in-country Spanish courses, the application of systemics in Spanish/English translation, translation of Spanish cultural differences and machine

translation from Spanish to English. It also acts as the infrastructure for the MA (Hons) (Translation Studies) and for the present research on the profile of the Spanish language in Australia.

Other research at Faculty level involves the preparation of multimedia materials in Spanish, Italian and Arabic for Years 4-8 school children. This is an ILOTES (Innovative Languages Other than English) project funded by DEET. (See 'Available Teaching Materials' in Section 2.3.10.)

The University of Wollongong
The University of Wollongong offers a three year sequence in Spanish for beginners and a parallel three year language sequence for students who have completed HSC Spanish. It is part of the Modern Languages program in the Faculty of Arts. The subjects are all language courses with some elements of literature and translation in the more advanced units.

The Faculty plans to offer a full major in Spanish Literature and Civilisation by 1994.

As regards academic staff, there is one full-time Spanish lecturer provided by the Spanish Government and one part-time lecturer supplied by the Department of Modern Languages.

Queensland

The University of Queensland[11]
The University of Queensland has committed itself to the implementation of a full major in Spanish in three years, with further Honours and graduate study offerings after that. James W. Brown, Professor Emeritus of Spanish at Ball State University, USA, was brought on a three year contract to initiate and build this program, commencing in 1992. Initially it was thought there would be 20-30 in the first year enrolment, but there are close to 200 instead, so casual tutors were added. Fortunately they came already very well trained and needed little orientation in methodology (which is comprehension and communication based). It is obvious that full time staff will be added each year as the program grows and takes form; two will be added next year at the rank of lecturer.

At the present time the program has only the beginners' course and a course introducing the cultures of Spain and Latin America. Next year further courses will be added in language and Hispanic studies, as well as some specialised offerings in Spanish for the professions, such as business. Beyond that it is expected that core language, culture and literature offerings will continue to be offered as needs become clear. It will be expected that students undertake an overseas experience as part of their major study, and at this time the university intends to rely on those study abroad opportunities already in place, such as La Trobe's. It is also looking to a series of intensive proficiency-building courses to be given by visiting staff, to make up in part for the fact that students come with

11 Information provided by Dr James Brown.

little or no secondary studies in Spanish. Full use will be made of facilities outside of the department, such as the language and computer laboratories at the Centre for Language Teaching and Research.

To judge from a survey carried out among students, there is a clear interest in Spanish among those who intend to enter business, science, medicine, the arts and education. In fact 39% of the students come from outside the humanities. Therefore plans are to put together a practical and useful program to meet their needs. Although the interest and student support are evident, there is difficulty obtaining funding for materials and staff. The Spanish section of the Romance Languages Department intends to contribute fully to the research standards established by the French Section, and intends that teaching be the best available.

South Australia

The University of Adelaide
Leal et al. (1991) report that there is an outreach program from Flinders University in Spanish that started for first year only in 1990 and has been offered as from 1991 in first, second and third years.

The Flinders University of South Australia [12]
Flinders offers two major streams in Spanish, one for beginners and one for advanced or native speakers, as part of a three year BA in languages. The first year beginner, the second year beginner, which corresponds to first year advanced, and the third year beginner, which corresponds to the second year advanced, are offered at Flinders and Adelaide universities and have an enrolment of approximately 230 students in total. The third year advanced is only offered at Flinders University and has an enrolment of 15 students. The subjects offered contain elements of grammar, Spanish and Latin American culture and literature.

Flinders University also offers a special course in Spanish for students of Medicine. The grammar component is the same as the one in the major streams; however, the literature component is replaced by a medical terminology and translation component. Some culture aspects are also taught. Fifteen students are enrolled in this course.

There is a major in Latin American Studies offered jointly with the Spanish, History and Politics disciplines.

There is an Honours year in Spanish, with options in language, literature and Latin American studies. There are approximately 17 students enrolled in the Honours year.

The full time staff consists of two senior lecturers, one lecturer, two senior tutors and one tutor. There is also one tutor who renews his contract each year, depending on the budgetary situation, and seven part time staff.

12 Information provided by Dr Martin Scurrah, Head of Spanish Section.

Victoria

Deakin University - Toorak Campus

Leal et al. (1990) report that the then Victoria College offered Spanish in the Department of Language and Culture Studies, Faculty of Arts. There is a two-year sequence in the BA (Interpreting and Translation) and a one-year program in the Graduate Diploma of Arts (Interpreting and Translation). Since the languages offered in these degrees are cycled from year to year no figures are given for Spanish.

La Trobe University

The Spanish Department at La Trobe offers a comprehensive range of subjects within the areas of Spanish language, literature, linguistics and history at different levels, from beginner to advanced, leading to a BA degree. Subjects fall into two categories, mainstream subjects which all students take, and optional subjects in which students can specialise. In all subjects, Spanish is the sole medium of communication. All mainstream subjects contain elements of Hispanic civilisation, culture and literature.

There is an Honours year with emphasis on broadening the students' overall knowledge of the fields of Hispanic linguistics and literature offered in the Department. The Spanish fourth year Honours program consists of a research essay and the equivalent of four half units of coursework.

The postgraduate courses include an MA (Preliminary) available to students who have completed a pass degree in Spanish or a Graduate Diploma of Studies in Humanities in Spanish, which can be taken full time over one year or part time over three; a Postgraduate Diploma in Hispanic Studies with similar conditions to those for the MA (Preliminary) and requiring the completion of half-units at fourth year level, with no dissertation; a Master of Arts by Coursework in Hispanic Studies; and a Masters Research only or combination of coursework and minor thesis, available to students with an Honours degree, or a pass of at least B level in the Postgraduate Diploma.

The Departments of Italian and Spanish have recently commenced a joint project to develop CALL materials for use in their undergraduate courses.

Monash University [13]

Spanish is one of three languages offered in the Department of Romance Languages at Monash; it is also one of a number of European languages taught in the Faculty of Arts, including French, German, Italian, Russian, Ukrainian and Modern Greek. European Studies has been designated one of the three key areas of the Faculty, the other two being Asian Studies and Australian Studies.

First year courses are designed to give a basic grounding in spoken and written Spanish, or to reinforce an existing knowledge of the language, and to introduce students to Spanish and Latin American culture and

[13] Information provided by Alun Kenwood, Head of Spanish Section.

society. The study and practice of the language is continued at all levels of the undergraduate course. Modern Spanish and Latin American literature and civilisation are introduced in the second year; in the third and fourth years options include more intensive study of the modern and earlier periods of Spanish and Latin American literature, and a variety of language studies which include Applied Linguistics, Business Spanish and Spanish for the Helping Professions, all of which are offered in alternate years.

Students are strongly encouraged to choose additional subjects that relate their studies in Spanish to a wider European or professional context by taking a BA in European Studies or a number of double degree programs which involve four and sometimes five years of full-time study. These combine Arts and Law (BA/LLB), Arts and Engineering (BA/BE), Arts and Commerce (BA/BCom), Arts and Science (BA/BSc), Arts and Business (BA/BBus), and Arts and Teaching (BA/BTeach).

The Faculty and the Department encourage students to consider spending one semester or one year of their studies at an overseas university, and a number of exchange agreements are in place for this purpose.

Suitably qualified candidates may proceed to the degree of Master of Arts by coursework or by coursework and minor thesis, and to the degree of Doctor of Philosophy by major thesis alone. Postgraduate studies are available in most areas of Spanish and Latin American literature and linguistics. Spanish is also available in the MA program in European Studies, the MBA program and the Diploma in Language Teaching.

In the Department, language classes are conducted largely in the target language. Literature and culture classes are conducted mainly in English, but the choice is left to individual members of staff.

The Section has 3.2 tenured staff, with part casual staffing bringing up the teaching staff to nearly five full-time positions. But university budgeting remains unrealistic. Language classes are too large and contact classes too numerous. Without the generous assistance of the Spanish Embassy, the Department would be unable to provide the minimum number of conversation classes required for its students.

A very interesting development will take place in the near future. There will be a Spanish course offered as part of the TV Open Learning Project. A study package of tapes and workbooks will help to prepare and take students through the half-hour weekly TV programs. Students will submit weekly work to their tutors. Facilities will be provided for students to communicate with their tutors by phone, fax or possibly computer during their period of study, and a number of intensive week-end revision courses throughout the year will give them the opportunity to meet face to face with their tutors.

The Victorian University of Technology, St. Albans [14]

Spanish can be taken as a major in the Bachelor of Arts (Multidisciplinary) in the Department of Communication and Language Studies within the newly formed Faculty of Arts. By the end of 1992, it will have been offered as such for four years.

The major consists of nine accredited subjects: Basic Spanish A and B, two subjects for beginners with emphasis on basic communication skills; Advanced Spanish, for those with some knowledge of the language with emphasis on grammar, vocabulary, reading, writing and comprehension skills; Hispanic Cultures, which deals with the geography, politics and socio-economic situation of the Spanish-speaking world; Spanish Society, which looks into the major social forces that have determined the characteristics of Spanish-speaking societies; Spanish in the Human Services, which deals with the cross-cultural issues encountered in the fields of health, psychology and sociology when working with Spanish speakers; Spanish (Business), a subject that deals with business and commerce in Spanish and with the communicative skills needed to function in this field in Spanish; Spanish (Arts), designed to explore the arts of the Spanish-speaking countries and people and to obtain the necessary communicative skills to work in the art related field with Spanish-speaking groups in Australia and overseas; Spanish (Introduction to Interpreting and Translation), which teaches basic interpreting and translation skills.

The subjects are all semester long. Some are core subjects and some are electives which can only be taken in the third year. Due to the small number of EFTSUs (15, this year), and the fact that the Spanish discipline is small, it is only possible to offer one elective per semester. This makes it difficult to compete for numbers with the other disciplines. The situation is not likely to improve in the coming year, since a 25% cut in student places is expected across all disciplines in the BA degree. Another demoralising factor for the situation of Spanish is the Victorian State Government's new language policy which has excluded Spanish from its list of eight priority languages. The psychological effects of this decision filtered down at all levels, affecting teachers, students and community alike.

The teaching load is shared by two full time staff, one tenured and one on contract, with expertise in teaching and interpreting and translation. In addition to these two staff, the Spanish Government provides them with a teacher from the Education Office who attends once a week.

Despite the obstacles, the Spanish discipline has plans for the future and is actively involved in promoting its growth. In September 1992, the discipline hosted a conference on Latin America and Australia's developing cultural, trade and educational links. In 1993, Spanish will be one of the subjects offered in the new Fourth Year (Honours) which is being developed at the St. Albans Campus. VUT St Albans is also involved in the development of a mixed media program for the delivery

[14] Information provided by Leticia Worley.

of Spanish in urban and regional centres, at pre-VCE levels, which forms part of the DEET funded ILOTES project. (See 'Available Teaching Materials' in Section 2.3.10). Another project involving Spanish is one to develop conversational materials for advanced Spanish students, using the 'Talking Book' developed by the University's Computer Aided Learning Centre (CALC). Research is also being carried out by the Spanish staff of St. Albans to find correlations between the attitudes and expectations of secondary school Chilean and Salvadorean background children, their parents and teachers, towards Spanish and its maintenance. In addition, a Centre for Communication and Cultural Studies, with a focus on Latin American issues, based at St Albans, is being contemplated.

Western Australia

Edith Cowan University [15]
Edith Cowan is the only university in Perth that offers Spanish as a course of study leading to a BA degree. Spanish is offered by the Department of Language Studies of the Faculty of Arts. There is an Honours year but no Masters or PhD programs. The average intake of students is 30, mainly at beginner level since Spanish is not taught in schools in Western Australia. The total number of students doing Spanish in 1992 was approximately 50.

The subjects that form part of the Spanish program are Spanish (Introductory) 1 and 2, Spanish (Latin America), Spanish (Spanish Media and Cinema), Spanish (Intermediate) 1 and 2, Spanish (Society) 2 and 3, Spanish (Life and Environment) 2, Spanish (Science and Technology) 2 and 3, Spanish (The Arts) 2 and 3, Spanish (Advanced) 1 and 2, Spanish (Life and the Environment) 3, and Spanish (Research Essay). All of these units except for the Research Essay are communicative language courses which teach Spanish at the different levels, from beginner to advanced, based on the different specialised topics and on grammatical and syntactical structures. The Research Essay unit is an Honours preparation unit involving research approaches, bibliographical preparation and the writing of a 5,000 word essay.

The teaching load is shared by one full time member of staff and two part time lecturers.

2.3.6 Continuing education courses

Spanish features in many continuing education programs. In fact, as we saw in Section 2.1, Spanish was first introduced in Australia as an adult education program. Two sectors provide continuing education courses within the formal sector: TAFE and Universities.

15 Information provided by Francisco Martínez.

TAFE

Spanish was offered at 16 institutions in 1990: six in NSW, three in Queensland, two each in Victoria and Western Australia, and one each in the Northern Territory, South Australia and the ACT (Baker and White 1991:18D, 18E and 18F).

In 1992 we found an increase in these sectors in some States. According to our survey there were eight Colleges of TAFE in Victoria offering a Spanish program. These were the Council of Adult Education TAFE, Box Hill College of TAFE, Footscray College of TAFE, Frankston College of TAFE, Holmesglen College of TAFE, Prahran College of TAFE, RMIT Technical College (Interpreting Course only), and Swinburne College of TAFE.

In second semester 1990 there were 162 students enrolled in 21 classes in the 41 TAFE colleges which participated in the class profile. Spanish was ranked fifth (together with Indonesian) in the number of students studying a language (Baker and White 1991:69). The survey also revealed that there were 14 beginner, two intermediate and five advanced classes (Baker and White 1991:64); and that the drop-out rate was 42.1% (Baker and White 1991:69). Baker and White make the following comment about Spanish:

> The most popular languages chosen for study by TAFE clientele are similar to those deemed most important for Australia's business and export opportunities by Stanley, Valverde, and others. These are: Japanese, French, German, Spanish, Indonesian and Italian (Baker and White 1991:10).

The Open Training and Education Network (OTEN) in TAFE also offers Spanish courses by correspondence as continuing education courses.

Spanish interpreting and translation courses have been offered at NAATI Level II at TAFE colleges in Sydney, Melbourne and Perth. They have now all been discontinued due to the fact that the market has a large number of interpreters and/or translators qualified at Level III already: the NAATI directory names some 171 Interpreters and 151 Translators at that level (NAATI 1992).

Universities

Many universities offer Spanish as part of their Continuing Education Programs. These courses have an average of two to four contact hours per week and are offered on a semester basis. Fees are reasonable and there seems to be a slow but constant increase in student numbers.

Australian National University - Centre for Continuing Education
Two Spanish courses offered as part of the continuing education program. These are Beginning Spanish and Continuing Spanish. Both courses are offered in the evenings for ten weeks in two hour sessions. Two teachers are employed to run the courses.

Macquarie University - Continuing Education Program
Courses range from beginner to advanced levels and meet for two hours weekly. Each level runs for two semesters, and each semester is of 15 weeks' duration. Classes provide grounding or improved proficiency, particularly in understanding and speaking skills. There are no examinations and no lectures; classes are conducted in seminar/tutorial style. The courses are available during the day or in the evening.

The University of Sydney - Continuing Education Program
Three Spanish courses are offered, ranging from Introductory to Intermediate Level I to Intermediate Level II. The courses run for 12 weeks and are offered on Saturday mornings from 9.30am to 1.00pm. The introductory course emphasises listening and speaking skills, as well as culture and social attitudes, catering for those intending to travel. The Intermediate classes offer grammar and vocabulary, as well as oral and written work.

University of New South Wales - The Institute of Languages
There are several different courses available in Spanish. These range from an Intensive Spanish Summer Program of courses ranging from introductory to 'fluency' levels, to Airline Courses in Spanish. The Intensive Spanish Summer Program comprises eight courses which run for three weeks, with three introductory, two elementary, two intermediate courses and one fluency course. The Spanish Part-time Evening Courses comprise eight courses in total: three introductory courses, one elementary, one intermediate, one advanced and one fluency course. These run for one semester, for a total of 36 hours.

La Trobe Language Centre - Evening Courses.
Spanish is offered from beginner to advanced level. The courses run for 15 weeks in two hour sessions. Another Spanish course is offered to the medical profession. This course is offered at flexible times to cater for students' needs. It is a pre-requisite that students have some knowledge of the target language.

James Cook University - Institute of Modern Languages
The Institute offers two Spanish courses: Spanish Elementary and Spanish Intermediate. These courses run for 15 weeks in two hour sessions a week. All language courses are offered in the evenings from 7.00pm to 9.00pm.

The University of Adelaide - Office of Continuing Education
Four Spanish courses are offered as part of the continuing education program. These are two first year Spanish courses, and one second year and one third year course. These courses are offered in the evening and run for 32 weeks in two hour weekly sessions. Four teachers are employed to run these courses.

University of Western Australia - External Service
Spanish Level 1, Level 2 and Level 4 courses are offered as part of the external service of the University of Western Australia. These courses are offered in the evenings and run for two hours per week for eight weeks.

Adult Informal Education

WEA Centre - NSW
Spanish is offered as an Introductory Language Study Unit. In 1992 there were five courses running simultaneously per season, offered during the day, the afternoon and the evening. The courses run for 16 weeks in two hour sessions. There are four teachers of Spanish employed to run these courses.

Evening Colleges - NSW
Spanish language programs are offered at 16 evening colleges in NSW. The courses range from Elementary to Intermediate and Conversation Spanish. These run for an average of 18 weeks and are offered in the evenings. The courses include segments on essential grammar and written work, as well as conversation. The colleges where these courses are offered are Riverina Community College, South Wagga Wagga; Nowra Adult Education Centre, Nowra; Strathfield Regional Community College, Strathfield; St George and Sutherland Regional Evening College, Miranda; Sydney Community College, Leichhardt; Western College of Adult Education, Dubbo; Bankstown Evening College, Bankstown; Blacktown District Community College, Westpoint Blacktown; Eastern Suburbs Regional Evening College, Bondi; Hunter Regional Evening College, Broadmeadow; Macquarie Community College, Carlingford; Manly-Warringah Community College, Narrabeen; Mosman Evening College, Mosman; Northern Rivers Community College, Lismore; North West Regional Community College, Tamworth; and Parramatta Regional Evening College, Wentworthville.

Council of Adult Education - Victoria
The CAE, as part of its languages program, offers several Spanish courses, ranging from Beginner to Advanced. In total there are 13 Spanish courses available, running for 15 and 16 weeks. The courses are offered during the day, afternoon and in the evening. The programs range from those suitable for intended travellers, to the teaching of written and oral skills, and grammar and conversational practice.

Latin American Language School - Victoria
The Latin American Language School offers an alternative for adults who are genuinely interested in learning Spanish as a second language, but do not wish to be in large classes. It offers courses ranging from Introductory to Intermediate and Advanced, with four levels in each course. These courses run for ten weeks (one term) in sessions of 1.5 hours. However the whole program is designed to last for 3 years.

Princess Hill Evening College - Victoria
This evening college offers four Spanish courses ranging from Introductory to Intermediate Level II. These courses are offered on three nights for 17 consecutive weekly sessions of 1.5 hours each. Classes are run in the evenings from 6.15pm to 7.45pm.

WEA Centre - South Australia
There was one Spanish course at Level II offered in 1992 at the WEA Centre in Adelaide. It was an intermediate course intended for those who

had completed an introductory year long language course with the WEA or its equivalent. It was a year long course of conversational practice for those wanting to improve their knowledge and practice of the language in an informal class atmosphere. The course is offered one night a week for a two hour session.

Launceston College - North Region Tasmania
The Adult Education program offers one Spanish course for beginners. It runs for 20 sessions of two hours each. The course continues for two terms.

Migrant Resource Centres - Northern Territory
In the Northern Territory, there are two migrant resource centres, one in Darwin and one in Alice Springs, currently offering recreational courses in Spanish. These courses run for two hours per week for ten weeks and for 1.5 hours per week for 16 weeks respectively.

We would like to acknowledge that because of time constraints we were not able to cover language courses offered by churches, although we acknowledge their role in language maintenance and language acquisition within the SSB community.

2.3.7 Levels of courses offered

Through our survey we also attempted to find out the nature of the courses offered at all levels. We divided them in two main categories: language maintenance courses and second language acquisition courses.

Language Maintenance Courses

One of the areas in which we felt research was overdue was in the number and places where language maintenance courses had been developed. We strongly believe that the linguistic wealth of Australia should not only be put to use for economic purposes but most importantly should be preserved so that the new generations benefit and their own linguistic skills can in turn be applied for the good of society at large.

Thus one section of our survey centred on the issue of language maintenance courses. The main providers of language maintenance programs are Ethnic/Saturday Schools, with the second most numerous providers, primary, secondary and tertiary institutions, also providing courses commensurate with the advancing levels of proficiency.

At the elementary level, Ethnic/Saturday Schools provide 14 courses, while primary, secondary, tertiary and adult education sectors provide eight, six, three and one respectively. At the intermediate level, Ethnic/Saturday Schools provide 19 courses, followed by primary (eight), secondary (five), tertiary (three) and adult education (one). At the advanced level, Ethnic/Saturday Schools provide 16 courses, followed by secondary (eight), tertiary (five) and primary (two). There are no advanced level language maintenance courses within the adult education sector.

There is a clear need to develop intermediate and advanced language maintenance courses in adult education. Many of our native speakers are losing their language because of English interference which they later transmit to their children. The language proficiency of our adult migrant population is the only guarantee we have for the development of a second generation interested in language maintenance properly supported in their own homes.

Second Language Acquisition Courses

Elementary courses in Spanish as a second language are widespread in all sectors. There is a great majority of them (17) at primary level - confirming our previous findings - followed closely by the secondary (13), adult education (nine), Ethnic and Saturday Schools (eight) and tertiary (six) sectors. The primary sector has almost triple the tertiary sector's numbers.

At intermediate level the picture changes and in general the numbers fall. Adult education and Ethnic and Saturday Schools are the ones that offer the majority of intermediate Spanish as a second language courses with eight each, followed by the secondary (seven) and tertiary (five) sectors. The primary sector has been drastically reduced to one sixth of the previous category, with three courses.

At the advanced level, Spanish language acquisition courses are non-existent at primary level. The tertiary sector holds the majority of these courses with six, followed by Ethnic and Saturday Schools (five), and secondary and adult education courses (four each).

Primary students who may have reached advanced level need to join Ethnic School programs if they are to improve their language skills. This can be seen as both an advantage and a disadvantage. It would be advantageous for NSSB students to join a native-speaker class where they could practice and improve their language skills naturally, making them aware of the practical aspects of learning a second language. On the other hand it could be detrimental in that they would be competing with native speakers with different language needs. This could constitute a disincentive for language study on the part of NSSB students.

2.3.8 Educational associations

The Spanish Speaking Education Council

In September 1984, in view of the increasing needs of the Spanish-speaking community for efficient representation in education, teachers of Spanish proposed the formation of a council. This council would present a united front on education to Governments and would support the increasing Spanish-speaking population in its educational and cultural needs. A meeting held at the end of 1984 and attended by a large number of teachers, representatives of local organisations, individuals interested in education and parents in general showed the interest of the Spanish-speaking community and recognised the urgent need to join forces in order

to avoid the extinction of our language, culture and traditions in Australia. A temporary managerial committee was elected and the task of preparing a constitution started. The main objectives of the Council, an incorporated non-profit organisation, are

- to act as a bridge between the Spanish-speaking community and the Australian Education authorities
- to foster the Spanish community's involvement in schools
- to promote the teaching of the Spanish language at all levels
- to co-ordinate, inform and encourage the active participation of the Spanish community in educational, social and cultural matters
- to support and expand existing Spanish language programs.

Since its inception the Council has fostered the establishment of Ethnic Schools in NSW and the organisation of a large number of conferences for both teachers and students at primary and secondary level and the community in general. It has made representations on policy matters and educational reports to protect the teaching of Spanish and has supported initiatives to inform the community on social and cultural issues.

The Council is financially assisted by grants from the State Government and by membership fees. It employs a Project Officer who assists the community in setting up and running Ethnic Schools and maintains a close relationship with parents.

The constant and strong participation of teachers, parents and other members of the community has placed the Council in a position where its voice, as the voice of the Spanish-speaking community, is and will continue to be heard to lobby for the educational needs of our community in setting up and running Ethnic Schools.

AILASA (Association of Iberian and Latin American Studies of Australasia)

AILASA was established in 1991 to promote research and teaching in Iberian and Latin American Studies and to promote awareness of and interest in the Iberian Peninsula and Latin America in Australasia. The recent Australian Senate report on Australia-Latin America has recognised AILASA as the major academic representative in Latin American matters.

Its main aims are to promote the professional development of its members through the production of a newsletter, and sponsoring and organising conferences, workshops, seminars and other mechanisms which encourage mutual learning and intellectual exchange. It also aims to stimulate and encourage interchange between Australasia and the Iberian Peninsula and Latin America and greater exchange between Latin America and other Pacific Rim countries.

2.3.9 Available curricula

The NPL raised the difficulties that have been faced by those developing language syllabuses and material. It also emphasised a need for co-ordination and combination of curriculum development '... with assessment strategies'. It referred to the initiation of the ALL (Australian Language Levels) Project by the Curriculum Development Council (CDC) and the Year 12 assessment project, which originated in South Australia (Lo Bianco 1987:140).

Following these recommendations a national project to develop the Spanish National Curriculum K-12 was initiated. This project is also funded by DEET and administered by the ACT Department of Education (DEET 1990:9). Making reference to the ALL Project the 1991 White Paper later states:

> The Australian Language Levels (ALL) Project has provided a modern theoretical and practical curriculum framework for languages in schools, including ESL, for new and continuing learners and native speakers. Programs based on ALL are therefore tailored to the needs of the learner (DEET 1991:74).

However, some of the language specific ALL syllabuses that were produced did not get very favourable reviews. Ingram, who evaluated the Indonesian, Chinese and Japanese curriculum projects at the request of the Asian Studies Council is very critical of the linguistic basis of the ALL guidelines and its application to the language-specific syllabuses:

> An adequate language syllabus must envisage the progressive development of syntax and the other features of the language and integrate this with the sequence of activities or tasks. The ALL materials do not do this (Ingram 1991:14).

He goes on to say that a consequence of the 'effective rejection of the notion of proficiency' (Ingram 1991:12) is that '... the difference in the background knowledge and skills of second or foreign language learners on the one hand and children with a home learning background in the language on the other is inadequately taken into account' (Ingram 1991:13). And on a different note he claims that '... there is too little attention paid to the specific reasons for learning a language that exist in Australia' (Ingram 1991:15). We could not agree more with the latter statement.

All these aspects should be taken into consideration when the Spanish ALL Project is finally completed and a proper evaluation of the material produced takes place.

Going back to the needs of students and what motivates them to study languages, as we discussed above, we need to focus on the fact that some 32% of the students studying Spanish discontinued after Year 10. The high attrition rate of students studying Spanish is a major concern that has already been addressed by the K-12 Spanish Syllabus Committee in NSW.

They strongly believe that secondary syllabuses in Spanish in NSW will have to be reviewed fairly rapidly given the changing character of the candidature. The 2/3 Unit courses need to be adapted to the present reality. These courses were originally designed as language maintenance programs. These will now have to be re-thought as language acquisition courses. Each year the Spanish candidature demonstrates lower proficiency in Spanish and higher proficiency in English. This is only natural in a period of declining migration. (See Chapter 3 for migration figures.) The few native speakers who have arrived in Australia in the last decade constitute every year a smaller proportion of the students enrolled in the HSC 2/3 Unit Paper; thus the difficulty that this syllabus poses for the candidature at large. In fact it is believed that if the 2/3 Unit syllabus is not reviewed within a short period, Spanish will lose some of its candidature to other languages.

In fact, some teachers are reported to have advised their own students against sitting for this test given the difficulty of the Spanish 2/3 Unit paper in comparison to other LOTE papers. One of them went as far as stating that 'the syllabus that we have now is another nail in the coffin for the senior students in that it is so demanding and so frightening.'[16]

Unfortunately, given the lack of resources of the Board of Studies of NSW and the bureaucratic delays in approving and processing new syllabuses, there is no real hope for a quick solution. We need only say that this syllabus, originally completed in 1985, was only tested for the first time in 1991, when it was already obsolete. The new Spanish Syllabus Committee is at present reviewing the Years 7-10 introductory Spanish course. There was a six month wait to obtain permission from the Minister of Education to begin the long overdue writing of this syllabus.

As an emergency measure, some pseudo native speakers (students whose proficiency does not reach a native level, given that they have had a very limited home experience in the language) had to obtain special permission from the Board to sit for the 2 Unit Z examination. Although this syllabus specifically indicates that it is designed for students with no previous knowledge of the language, concessions have been made given that the low level of their language skills does not allow them to attempt the high standards required in the 2/3 Unit. This poses another problem: the one of equity towards non-native speakers who will be marked against students who already had a certain degree of familiarity with the language before they started, and who in general are fairly fluent in oral Spanish. This difficulty applies to all languages to the extent that the Board of Studies had to rule that if any native speakers are discovered in the 2z examination with no previous authorisation of the Board to take this test, their results would be cancelled. However, until the disparity in levels is solved, the Board is willing to consider bona-fide cases that need to take the 2z examination despite some previous knowledge of the language.

16 Interview with secondary teacher Patricia Conti.

On that question the NSW Board of Studies has been approached by the Spanish Syllabus Committee to review the syllabus urgently and create a 2 Unit paper for native speakers and a 2 Unit for non-native or pseudo native speakers. This will solve the problem of accommodating pseudo native speakers, and also allow non-native speakers to progress from Years 7-10 into Year 11-12 programs, thus ensuring the continuity of LOTE learning. However, in view of the Board's financial difficulties and the budget freezing orders from the NSW Minister of Education, it is unlikely that these amendments will be authorised in the immediate future. Perhaps consideration should be given to adding Spanish to the National Assessment Framework for Languages at Senior Secondary Level (NAFLaSSL) units to rationalise resources.

At tertiary level we have seen, through the description of the courses offered by the different universities, that new developments are taking place especially in the interaction between Spanish and business courses. A direct example is current work of the Language for Export Research Centre at the UWSM, which is investigating the design of tailor-made courses in Spanish (among other languages) for the business community. It is hoped that this development will attract the trading sector to train some of its export managers in the future.

At TAFE level the situation is worse. Baker and White in their *Survey of Languages Other Than English in TAFE* report recommend:

> Teachers ... require better resources. Appropriate text books seem to be difficult to come by. TAFE curricula writers might be funded to overcome this deficiency ... (Baker and White 1991:102).

We shall see that these recommendations have been taken up by other Government reports.

At this level, as we mentioned before, a new initiative is taking place: students in senior years who are not academically inclined can go to TAFE to learn a trade and earn the National Australian Vocational Certificate. This stems directly from the Carmichael Report. These students are strongly encouraged by their teachers to take a LOTE, especially if they are interested in strands such as the hospitality industry and tourism. In fact TAFE is thinking of developing vocationally oriented LOTE packages to offer to these students.

These units will be competency based tested, less academic than the present 2z Unit syllabus and organised in modules of competency. At the end of each module students will be tested to determine whether or not they have gained the necessary competency to proceed to the next module.

One of the TAFE teachers expressed concern about this recent development:

> It's really not academic at all and you might end up with a Mickey-mouse course and that's the thing that worries us all. But that's the new trend, the new trend is to go away from the academic prescribed sort of HSC subject and into the vocationally oriented.[17]

Some Spanish teachers also expressed concern about the competency testing, while others were very excited with the idea of treating language as a skill-based subject. One of the teachers interviewed had very strong views on the matter:

> The knowledge of languages doesn't lock you into anything in particular. You've got this 'plus' sign, if you're an A student you've got an A+, because you've got this little extra thing. And it has to be promoted in that way. It's also a skills-based subject. I've had a lot of success at school arguing that language is a skills-based, a practical subject. They can apply their skills in so many other areas. And beside, it's never wasted, because you learn one language and it will help you acquire other languages as well.[18]

Perhaps this is a good strategy to adopt to sell the idea of LOTE learning in our context.

At tertiary level Leal et al. have recently discussed issues in language curricula including the significance of linguistic objectives and language departments as a support service to other departments (Leal et al. 1991:77-83). In NSW academics actively participate in the development of new Spanish secondary syllabuses. In other States however the absence of such participation means there is a bigger learning gap between secondary and tertiary levels. This is a gap which needs to be bridged if universities are to fulfil the leading role in language teaching.

However we can understand academics' reluctance to become involved with Education Departments. Academics, alien to the bureaucratic obstacles of these departments, feel discouraged from participating in some of their activities. In NSW, for example, the Board of Studies does not hire language specific typists to type the HSC examination papers. This results in textual errors and consequently the task becomes an administrative nightmare. This simple problem is symbolic of the lack of understanding of LOTE specific problems at Government level.

2.3.10 Available teaching materials

Recently there have appeared new and interesting teaching materials on the Australian market published mainly in Spain and USA. Since Spanish is a very widely taught language in the USA there is a wide range of materials available from there. However these do not always fit well into the Australian context, given that they have a very strong Central American or Mexican flavour. As we shall see in Chapter 3 our

17 Interview with Veronica Kaskalian, OTEN (Open Training and Education Network), TAFE.
18 Interview with secondary teacher Patricia Conti.

SSB community comes mainly from Spain and South America, an important fact to take into consideration not only with L1 students but also with L2 students, if they are going to interact with our Spanish-speaking community in Australia. The materials published in Spain are more recent and innovative and teachers in the Australian context consider them 'more appropriate'.[19] However, very few Spanish edited textbooks incorporate a Latin American outlook, making them less than ideal for the Australian situation. There are very few Australian-designed teaching materials available, and those few are targeted at primary level and have a strong Spanish community emphasis which makes them inappropriate for NSSB students.

In a survey of language teachers in NSW conducted by the Language Acquisition Research Centre[20], some findings were extracted for Spanish. In Table 2.20 we present the teachers' opinions about the adequacy of the resources available in this language.

Excellent	4 - 13%
Adequate	16 - 53%
Minimal	9 - 30%
Inadequate	1 - 3.3%

Table 2.20
Adequacy of Spanish Resources Available in NSW

The majority of respondents rated their resources as either 'Adequate' or 'Minimal', which indicates the middle range of the scale. Obviously the teachers are able to make do with the available resources but realise their situation is not ideal and their teaching could improve if the resources were better.

There have been different material development initiatives in the last years across different States. In NSW the Learning Materials Production Centre has been planning, designing and developing resources and teaching texts to fulfil the requirement of the HSC in Spanish for the 2/3 Unit Syllabus. These texts are intended to be used in different modes of teaching Spanish such as distance education and telematics and/or face to face teaching. The methodological focus is that of the communicative approach. The course is aimed at two types of candidates, those with native speaking backgrounds and those continuing their second language acquisition. They are preparing themselves for the 100 compulsory hours of LOTE study[21] to be implemented by 1996.

At present there are three national projects funded by DEET under the ILOTE scheme to create innovative teaching materials in Spanish, one in NSW and two in Victoria. The first one is conducted by UWSM and is geared to producing audiovisual material for Years 4-8. This project is being carried out in close co-operation with higher education and primary and secondary teachers who will use the materials, following recommendations from previous reports. (See for example Ingleson 1988:183.)

19 Interviews with several Spanish teachers in NSW.
20 We would like to register our thanks to Bruno di Biase for sharing this information with us.
21 See 'Current State and National Policy Considerations' section.

The second one is conducted by La Trobe University and its aim is to create three books with accompanying cassettes for levels 5-10 on the use of Spanish in an Australian context.

The third project is being carried out by the Victorian School of Languages for distance education. The VSL is conducting a research project, 'Course Development in Spanish for Beginners', on the teaching of Spanish, with emphasis on distance learning methods. It is aimed at Year 9 NSSB students. The course which is being developed by the research team will be a two year course that will bring the level to VCE standard, thus enabling those students doing the International Baccalaureate, for instance, to do a second language. The courses and resources are being written by teachers employed by the VSL. The Victorian University of Technology is acting as an advisory body on the project. An interactive talking book is being developed for Spanish, along the lines of the book for Vietnamese which is already finished and ready for implementation.

The Victorian University of Technology's Computer Aided Learning Centre (CALC) is developing conversational materials for advanced Spanish students, using the 'Talking Book' produced in Vietnamese as a model. La Trobe University is also interested in CALL materials and is at present compiling information on CALL use in LOTE teaching across Australia. Hopefully all these projects will help to fill the gap in Australian made Spanish resources.

At tertiary level Leal et al. have raised the same point as Ingram about the lack of reward for writing textbooks for academics and how this has been related to the unavailability of new language textbooks in the Australian market (Leal et al. 1991:161). In relation to libraries Leal et al. comment:

> Predictably, the most common complaint voiced to the Review by academics was the lack of sufficient resources for the establishment and/or maintenance of an adequate teaching and research collection (Leal et al. 1991:162).

At TAFE level the resource problem seems to be much more acute. According to Baker and White:

> ... many (TAFE teachers) wrote of the poor resources, the difficulty in accessing resources by part-time teachers, and frequently having to provide their own resources (Baker and White 1991:94).

They concluded that:

> TAFE Colleges appear to have limited and basic resources available for teachers ... technological resources do not seem to be available in TAFE Colleges at all (Baker and White 1991:33).

The 1991 White Paper has taken these recommendations seriously and states that:

> In both vocational and recreation courses (including in TAFE) there is a need for appropriate teaching materials (DEET 1991:18).

For this reason, one of its funding recommendations is to:

> ... continue to give priority in funding allocations through the Australian Committee in TAFE Curriculum to the development of appropriate materials for the teaching of languages other than English in the TAFE and adult community education sectors (DEET 1991:18).

It is expected that these recommendations will be backed up by appropriate funding allocations in the future.

2.3.11 Available assessment/testing instruments

There are no testing instruments for Spanish produced in Australia. As we mentioned in the 'Available Curricula' section above, the NPL recommended the expansion in the 'life and scope' of the Year 12 assessment project. We shall be following with interest any development in Spanish in this area.

The White Paper includes a lengthy discussion on measuring and reporting language proficiency (DEET 1991, 2:74-76) and states that :

> Administrators, policy makers and the general community often criticise language programs at all levels because the resulting level of proficiency is low. It is difficult to determine whether or not the criticisms are fair ... (DEET 1991, 2:74)

The section of the White Paper raised several issues and developments:

- existing methods of reporting do not indicate what a student knows
- NAFLaSSL does this but 'it cannot be used to assess language knowledge acquired outside a class' (DEET 1991, 2:75). (The work undertaken on Student Profiles by the ACAP is apparently also useful.)
- the Australian Second Language Proficiency Rating scale (ASLPR) is 'potentially an important tool for developing nationally agreed measures of language proficiency in Australia' (DEET 1991, 2:75). It was developed with reference to English but 'has been modified and trialled with other languages. It could be applied to any language' (DEET 1991, 2:75)
- the limitations of proficiency scales are listed and then it is noted that 'Education systems and other bodies are currently developing a variety of proficiency scales' (DEET 1991, 2:75)
- the NLLIA has two language testing centres, focusing on both English and other languages. Apart from other projects 'both

> centres are also working on a generic scale to be used as a basis for assessing proficiency in Japanese and other Asian languages, and as an overarching framework within which curricula may be coherently developed. They are also developing the tests required to relate learners to the generic scale and proficiency scales to assess school learners' (DEET 1991, 2:76).

The White Paper recommends supporting and expanding these initiatives.

However, it is already envisaged that the proficiency scales for Asian languages will not be a good reference point for the development of equivalent tools for European languages. It is recommended that Spanish specialists take this into consideration.

At a higher level, in relation to the need for the Department of Foreign Affairs and Trade, Leal et al. mention that :

> An area of particular concern for the Department is that of proficiency assessment. This has direct implications for higher education. There is no uniform assessment measure in place for Australian university or college graduates, and the Department is itself unable to evaluate accurately the level of fluency and accuracy of the graduates who present themselves in such large numbers. Moreover, there is currently no solution envisaged for this serious problem. Under these circumstances the Department is unable to weight adequately the priority it wishes to give to language competence (Leal et al. 1991:27).

They go further to comment on the university scene, where staff 'were invited to indicate the forms of assessment used in their language classes' (Leal et al. 1991:113). Generally they did not use external standards of assessment (eg, ASLPR). Only a moderate number of Heads of Department gave some form of approval to an agreed syllabus framework such as that developed for the secondary level through NAFLaSSL. They go as far as to assert that 'It is clear that the existing proficiency rating systems are either not well known or not favoured' (Leal et al. 1991:113). Given the non-linguistic background of most language academics in Australia we would not dare query this assertion.

Leal et al. view existing proficiency rating systems as being useful as 'a nationally or internationally recognisable assessment' of proficiency or as 'a measure for determining suitability for employment' (Leal et al. 1991:113). They 'could also overcome the problems caused by the lack of clarity in the relationship between course results and proficiency' (Leal et al. 1991:114). We would certainly welcome the development of proficiency ratings for Spanish, especially to facilitate credit transfer between institutions and to give employers a more adequate measure of the level of proficiency of tertiary graduates.

At TAFE level Baker and White found that 'a majority of teachers set their own exams and a common assessment level is not used' (Baker and White 1991:10). They also comment that 'there appears to be a greater

emphasis on the communicative aspects of the language in the assessment area than on the written components' (Baker and White 1991:33).

Together with Leal et al. they believe that 'A national level of accreditation for LOTE proficiency should be fostered. Language proficiency levels need to be agreed upon and recognised by all post-secondary institutions and understood by employers and other members of the community' (Baker and White 1991:97). These recommendations need to be acted upon in relation to Spanish and to the different languages offered at all levels of the Australian education system.

2.3.12 Issues in teacher education

The NPL had a section on teacher education, recruitment and employment. From this it appears that languages in 1986 were not a priority of teacher education institutions (Lo Bianco 1987:135) and that there is a need for the training of these teachers. Indeed in the light of new State policies this training has become quite urgent as we will see. Lo Bianco claimed that the then Commonwealth Tertiary Education Commission (CTEC) ought to examine the following proposals and commit funds for their realisation:

- Inclusion within generalist pre-service teacher training of language specialisations with pedagogy. (The aim was to create a large minority of members of the primary teaching service with bilingual competence.)

- Active recruitment of students with bilingual competence to primary teacher training courses and preference in employment to such graduates.

- Provision of certified in-service education for existing teachers who require language upgrading or language teaching methodology for a language in which they are already proficient (Lo Bianco 1987:135-137).

Another important issue to be considered by CTEC was the development of key centres for teaching, research on languages and in language (Lo Bianco 1987:137).

Since the NPL was released there have been recommendations about increasing and improving the quality and number of LOTE teacher training programs to enable teachers who gained their qualifications in NESB countries to convert their qualifications and experience to locally acceptable qualifications.

Leal et al. commenting on Teacher Education say that:

> The Review Panel gained the distinct impression that LOTE teacher education rarely looms large in the real priorities of most higher education institutions ... . Frequently in universities and colleges only a 'language-generalised' method program is

> available, rather then 'language specific' courses. It is clear that many institutions need to treat much more seriously teacher training in LOTEs' (Leal et al. 1991:142-143).

Indeed this is also the general impression gained about Spanish teacher training in Australia. Very few exceptions can be made such as the progressive developments that are taking place at the UWSM, where students are given language specific methodology and the tertiary staff are in close liaison with the Regional Educational Office.

It is precisely the aloofness of many universities from the real needs of the teaching population that has caused the major problems in their training. Leal et al. advised that there should be a closer liaison between:

- academic departments and teacher educators
- higher education institutions and teacher employers, especially in regard to credit for overseas experience and/or qualifications
- higher education institutions, teacher employers and business in general (Leal et al. 1991:143).

The report also comments that there has been a fall in student demand for LOTE teacher training which is believed to be related to 'the relative decline in the demand for LOTEs in secondary education in the past two decades' (Leal et al. 1991:141). They also question the tradition of LOTE teachers having two teaching languages (Leal et al. 1991:142). This issue has been raised with the Department of School Education in NSW and there is an initiative at UWSM to move away from this premise and allow students to specialise in one LOTE and another unrelated subject such as Maths. It is expected that this in turn will provide good generalist teachers able to introduce languages across the curriculum.

Leal et al. comment on the issue of language proficiency and the importance of residence in the country where the target language is spoken:

> The Review Panel believes that, in the longer term, such residence should be a prerequisite or co-requisite for LOTE teaching. In the shorter term, teacher training institutions should reward it by such incentives as the granting of advanced standing or credit points (Leal et al. 1991:145).

They also recommend that employing authorities make funding available to subsidise these initiatives.

At TAFE level Baker and White find that:

> teachers are generally well qualified academically, with over half of them holding at least two academic qualifications. A large percentage (44%) hold a BA Dip Ed qualification. Virtually all of them hold a Teacher's Certificate or equivalent as the basic

> qualification, although a number of these qualifications were from overseas institutions. A third of the teachers are currently studying (Baker and White 1991:31).

Their survey requested that teachers assess their language ability in the four macroskills, listening, speaking, reading and writing (Baker and White 1991:40). Spanish was one of the languages assessed. 'Overall, teachers rated themselves between 3-4 in the four macroskills' on the ASLPR scale (Baker and White 1991:32). 'A high percentage (74%) of teachers have spent some time in the country of their language speciality ...' (Baker and White 1991:32).

Teacher education for LOTEs was identified as a priority for the 1991-93 triennium under the higher education National Priority (Reserve) Fund. Support for this is endorsed by the following White Paper recommendation. It should:

> ... take account of the continuing need to promote ... teacher education in languages other than English when identifying priority areas for allocating any additional student places which it funds in higher education and for funding projects under the National Priority (Reserve) Fund (DEET 1991:18).

According to the White Paper, the National Office of Overseas Recognition (NOOSR) and State/Territory organisations 'are continuing to promote full use of overseas-trained teachers, including language teachers' (DEET 1991:66). eg, the NOOSR Innovative Mainstreaming Fund supports bridging courses in universities. In the National Strategy for LOTEs it states:

> Universities, TAFE colleges and adult education institutions should continue to enhance their language programs, with particular attention to ... language teacher education, training for language teacher educators, and language teaching research ... (DEET 1991,2:87).

The Government has acted directly upon these recommendations through funding programs such as the ILOTES Program as described above.

Professor David Ingram, President of the Australian Federation of Modern Language Teachers' Associations (AFMLTA), summarises the situation of Spanish teachers at primary and secondary level quite accurately:

> At present there are few teachers available to teach Spanish and there is consequently need for special programs under which significant numbers of teachers of Spanish can be produced. This also means that all or most of the universities should be including Spanish amongst their language offerings ... .

All of those programs required to support a major teaching language will be required for Spanish. These include strong representation in university language departments and in the language teacher education system,

materials development projects, special language programs to enable practising teachers to acquire Spanish, a concerted and co-ordinated plan to introduce Spanish across the education system, and co-operation with the Spanish-speaking community and with foreign governments in order to promote the teaching and learning of Spanish more effectively. Indeed, the Spanish authorities have long been interested in offering assistance to programs intended to introduce Spanish language and culture into Australian schools (Senate Review 1991:1158-1159).

It is suggested that Professor Ingram's recommendations should be kept in mind in future developments.

Nicholas et al. believe that the success of any attempt to attract students to language learning depends heavily on the quality of language teachers, both with regard to their language competence and their methodology. Other factors found to contribute to the students' lack of motivation to take languages are curriculum factors, general perceptions of the position or usefulness of the language in education and in life and the way some languages are taught. They continue:

> Current attempts to work toward long-term stability are hampered as much by lack of information about the intentions of education systems and schools as they are by shortage of appropriately qualified teachers (Nicholas et al. 1992:329-330).

Although French and German, and currently Japanese, have been adopted as the most popular languages by the majority of schools, Nicholas et al. found that these are the languages where teachers have the least proficiency in all four language skills:

> The four languages in which majorities of teachers report unsatisfactory levels of command on some tasks are Japanese, German, French and Indonesian. A majority of teachers of Japanese report satisfactory levels of Japanese only for the task of preparing worksheets ... . On all other seven tasks, the majority of the teachers of Japanese reported their command of the language to be less than desirable (Nicholas et al. 1993:101-2).

The situation with Spanish is quite different, as Table 2.21 demonstrates. The majority of teachers have a satisfactory command of the language in all tasks. This may be due to the fact that most Spanish teachers are of Spanish-speaking background. This fact, it is recommended, should be considered by the schools when selecting the languages to be included in their curriculum, since the language proficiency of the teachers will determine the quality of the teaching and the success of the language as a subject.

Language	Listening	Speaking	Reading	Writing
French	48	54	62	55
German	45	50	53	52
Indonesian	43	50	49	57
Japanese	25	33	19	37
Spanish	63	70	72	67

Table 2.21
Average Percentage of Teachers by Language with Satisfactory Language Skills
Source: Nicholas et al. 1993:96

Nicholas et al. go on to say that:

> After Japanese, the languages where the teachers rate themselves least positively are, in order, Indonesian, German and French... . The majority of teachers of Japanese do not feel confident enough in their Japanese to chat with students, discipline students, respond in Japanese to students who approach them in English, run a discussion with either a small group or the whole class, explain concepts requiring technical vocabulary in Japanese, give a lengthy explanation of steps in an activity, run an entire lesson in Japanese or talk with students on the telephone (Nicholas et al. 1992:190 - 192).

Nicholas et al. report that currently there are only three institutions offering Spanish programs for primary teachers in Australia, and only twenty seven institutions have primary general Language Teacher Education in the country (Nicholas et al. 1992:111). The same report states that:

> The lack of available programs in pre-service primary teacher education programs would be less worrying if it were possible to combine language teaching methodology with language study in another section of the institution or in another institution (Nicholas et al. 1993:61).

If we are serious about extending and consolidating our primary language programs we should be developing proper language training courses for our primary teachers.

In our survey we attempted to determine the number of teachers of Spanish available in the Australian education system. In the primary sector 95.5% of respondents said they had one or two Spanish teachers in their program and 4.5% said they had three or four teachers. A similar situation is also evident in the secondary sector with 88.9% of respondents stating they had one or two teachers, 5.6% between three or four teachers and 5.6% with five or more teachers. In the tertiary sector however a 62.5% of respondents said they had five or more teachers in their Spanish programs, 25% had one or two teachers and 12.5% had three or four teachers. Therefore the teacher ratio in relation to student numbers is much higher at tertiary level than primary or secondary where student numbers are by far the largest. Obviously this is a reflection of the different kind of language teaching prevailing across the sectors. Tertiary offers a wider range of courses with a much more intensive language component that requires more face-to-face hours per week.

2.3.13 Issues in teacher qualifications

In NSW LOTE teachers were until recently required to have at least 2/9 of their Bachelor degree in the language to be taught. However this requirement has been changed in 1992 so that they should have at least 2/9 of the Bachelor degree in language study and/or linguistics and be a native speaker of the language to be taught. For example, it is possible

for a native Spanish-speaking graduate of Italian with a teaching qualification to attain classification in Spanish. Overseas trained teachers must apply for classification by the NSW Department of School Education. While these applications were previously dealt with centrally, they are now handled by the Department's various regions. Under the recent policy on overseas trained teachers, these individuals are required to have their qualifications assessed, pass a personal suitability interview, and attain level 4 in a special version of the Australian Second Language Proficiency Rating test. We are told that since this test is in its infancy trends are difficult to establish yet, although the pass rate so far appears to be around 25%.

Teacher qualifications vary from country to country, within the Spanish-speaking world. In some countries teachers are only three year trained, in others four and in some cases they do not have any tertiary training as such. Some teachers have progressed from fourth year high school directly to teacher training institutions. Therefore it is indeed very difficult to classify them in direct relationship with Australian standards or create bridging courses that could cater for them. There was an attempt to do so some years ago by the University of Western Sydney, Macarthur. Questionnaires were sent to interested parties. When these were analysed it was obvious that the best way to go about it was to study each case individually and incorporate the students into the main stream course, giving them separate credit for their past study if applicable.[22]

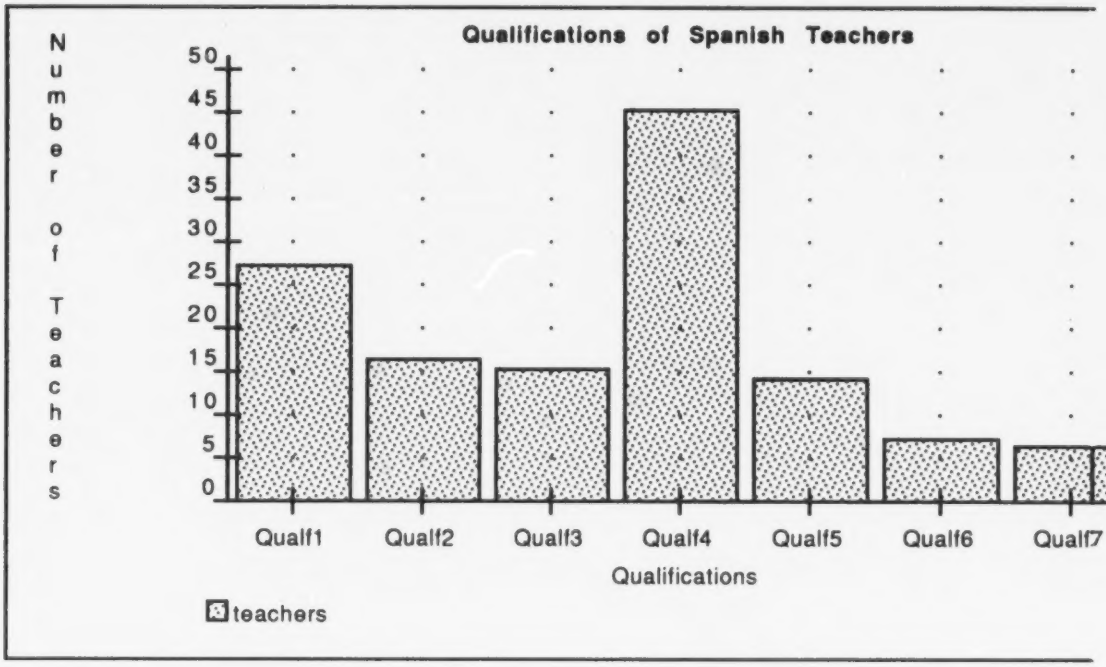
Given these difficulties, overseas qualified Spanish teachers have much more chance of finding themselves employed in Saturday Schools than in mainstream primary and secondary programs. Saturday Schools are indeed an easy option, but it is recommended that the Department of Education should endeavour to create full-time positions in the mainstream education system and establish a large, properly employed teaching force. There are four broad types of teachers in Saturday Schools: fully classified teachers who work in Saturday Schools in addition to their full-time teaching job; fully classified teachers who choose Saturday School because of family and other commitments during the week; those approved as casual teachers who do not have regular weekday teaching jobs; and those who are conditionally approved for Saturday School because their qualifications are not suitable for mainstream teaching work.

Once overseas qualified Spanish teachers have passed the various hurdles mentioned above, such teachers begin their careers with a three-month induction course, working in schools under supervision. With the devolution of many functions to the Regions in the NSW system, this induction process will be handled by the regional offices.

Overseas qualified Spanish teachers are generally interested in teaching Spanish, hence there is a potential pool of teachers who could teach bilingually if such programs should ever become popular in NSW.

[22] For more details on this study see Dr Estela Valverde at the Department of Romance Languages, University of Queenland.

Figure 2.2 shows the interesting results of our survey regarding the type of qualifications that these teachers hold at present.



Key:
Qualif. 1 - Dip Ed in Spanish (Australia).
Qualif. 2 - Dip Ed Other Languages (Australia).
Qualif. 3 - Degree in Spanish related area (Australia) no Dip Ed
Qualif. 4 - Overseas Spanish Dip Ed
Qualif. 5 - Overseas language teaching qualification.
Qualif. 6 - Spanish-speakers, no teaching qualifications.
Qualif. 7 - Other.

Figure 2.2
Qualifications of Spanish Teachers
Source: Spanish Profile survey - 1992

As can be seen the majority of the overseas qualified Spanish teachers hold an overseas Spanish Diploma in Education, followed in numbers by those holding a similar Australian degree in Spanish, a similar degree in another LOTE, an Australian degree in an Spanish related area with no teaching qualifications and an overseas language teaching qualification. A very small proportion are Spanish speakers with no teaching qualifications or with other kinds of qualification.

The Spanish teacher population is becoming more and more integrated into the Australian system. The tension that prevailed in the 70s and part of the 80s between Spanish and Latin American teachers and the validity of different varieties of Spanish have nearly disappeared. The overall qualifications of our teachers have also improved considerably in the last decade. Many Australian qualified teachers have entered the market and a big proportion of overseas qualified teachers have given up

their resentful attitude towards the lack of recognition of their qualifications by the Australian Government and have upgraded their qualifications.

Table 2.22 shows the country where Spanish teachers have gained their qualifications. As the table shows there is still a great proportion of them who have had their training overseas.

Primary Ed. O/S	Secondary Ed. O/S	Tertiary Ed. O/S	Aust. Born (NESB)
28%	33%	28%	18%

Table 2.22
Country where Spanish Teachers Received their Education
Source: Nicholas et al. 1993:63

The Language Acquisition Research Centre conducted a parallel survey of teachers of Spanish in NSW from which the following findings are extracted[23].

Thirty teachers of Spanish were surveyed, 21 working in Government schools, 8 in Catholic schools, and 1 in a private school. 18 were working full time, 6 part time and 6 casual. It must be noted that those who responded as working part time or casual often worked in more than one school, for instance, in a Primary school and a Saturday school. Consequently, 10 said to work in a Primary school, 14 in a Secondary school, 2 in the Correspondence school, 12 in a Saturday school and one in an ethnic school. 28 of them worked in the Metropolitan area and 2 in a rural area.

BA/Dip Ed	15
B Ed	4
Dip.Teach	7
Post Graduate	8
PhD	6

Table 2.23
Qualifications Obtained in Australia
LARC survey

Although the qualifications seem high, only 13, that is 43%, held the qualification in Spanish. However, 17 teachers, 57%, held overseas qualifications obtained in either Argentina (2), Chile (10), Peru (1) or Uruguay (4).

Twenty one of the teachers were of Spanish speaking background and the rest of another background. That is 70% of the teachers, which is a very high percentage. This indicates that Spanish is mainly taught by native speakers and, as the findings clearly indicate, the majority have an excellent command of the language. A few conclusions can be drawn from this: Spanish speakers are proud of their language and therefore want to promote it by teaching it, because of this sense of pride and their good native speaker proficiency, the language will be taught more effectively in the classroom, favouring the communicative approach, as evidenced in the findings, and hence the students will learn Spanish better than other

[23] We would like to register our thanks to Bruno di Biase for sharing this information with us.

languages taught by non native speakers. This can be corroborated by quoting the figure of 60% of teachers who use Spanish as their main language of instruction.

The teachers were asked to self evaluate their language competency with regards to Listening, Speaking, Reading and Writing Skills. The majority assessed themselves as having a perfect command in all of the skills. For listening skills, 27 said they had an excellent command, and 3 said they had a good command; with reading skills, 27 said they had an excellent command, and 3 said they had a good command; with speaking and writing skills, 24 said they had an excellent command and 6 said they had a good command. The teachers who answered they had less than an excellent command of the language were those of non Spanish speaking background, nevertheless, they rated themselves as no lower than 'Good', which gives us a good indication of the high standard of teachers of Spanish.

Professional advancement

All of the respondents had attended an in-service course at one stage in the last five years. The great majority, 26, or 87%, had attended three or more courses, with only one attending only once and one attending only twice.

The findings also indicate that the majority of the teachers feel a responsibility to improve professionally by attending in-service courses. Travelling to the LOTE country cannot be regarded as an indication of professional advancement since there are no monetary provisions for language teachers in any government or private department, to allow them to visit the LOTE country more often than their own finances may allow. Nevertheless the majority had managed to travel at least once; 8 had travelled once, 6 had travelled twice, and 10 had travelled 3 times or more. Only 6 had never travelled.

Teaching methods

Language of Instruction:

Some eight teachers (27%) used English as the main language of instruction 18, a (60%) used Spanish as the main language of instruction and 4 (13%) used both.

Skills taught:

Priority	Aural/Oral	Reading/ Writing	Culture	Grammar	Literature
1st	26 (87%)	13 (43%)	8 (27%)	8 (27%)	6 (20%)
2nd	3 (10%)	13 (43%)	5 (17%)	1 (3%)	1 (3%)
3rd	1 (3%)	3 (10%)	6 (20%)	9 (30%)	2 (7%)
4th	0	0	10 (33%)	6 (20%)	4 (13%)
5th	0	0	0	5 (17%)	12 (40%)
N/A	0	1 (3%)	1 (3%)	1 (3%)	5 (17%)
Total	30	30	30	30	30

Table 2.24
Skills Taught in Order of Priority

It can be seen clearly that the majority of teachers, 87%, regard Aural/Oral skills as the first priority, thus suggesting that their main method of teaching is the communicative method. Nevertheless, a high number regard Reading and Writing skills as a first priority, namely 43% of respondents. A fairly high percentage placed literature as fifth in the list of priorities, which might be interrelated with the 43% who believed there is a need to teach Reading/Writing skills, since if the students do not have those skills it would be extremely difficult to teach Literature. The different types of students should be taken into consideration here. Students of Spanish range from very recent arrivals with a high command of the language, to the so called "pseudo- natives" who are either second generation or have lived in Australia for some time, to the absolute beginners. It is evident that different approaches should be employed with each of these groups. The natives and pseudo natives would benefit more from a method that prioritised reading and writing skills, because this is where they are deficient, whereas the beginners would benefit more from a communicative approach where basic communication is the main objective. It is important to note that no teacher placed neither Aural/Oral skills nor Reading/Writing skills as the last priority. With regards to Culture and Grammar, the numbers were fairly evenly distributed across the list of priorities. There is no clear consensus as to how important these two aspects are in the teaching of language, in this case Spanish.

2.3.14 Issues in tertiary instruction

In many Spanish departments language instruction has been neglected because most of the academics have a background in literature or history rather than in language teaching; yet the majority of students enrol because they wish to learn the language. Moreover, many staff do not have teaching qualifications. As Leal et al. pointed out:

> Traditionally, language staff at the higher education level have gained postgraduate qualifications at Master or Doctor level but do not necessarily have any specific teacher training ... (Leal et al. 1991:144).

Native speakers are usually used as tutors for lower units. The irony is that native speakers - unless they have a solid teaching background - do not make the best language teachers, because they fail to understand the difficulties which non-native speakers experience in acquiring the language.

Most academics in Spanish and Latin American Studies have a British or North American background, which is not an uncommon factor in other disciplines, given the recent origin of a large number of Australian universities. Postgraduate Australian students are only recently beginning to occupy new positions in the system. This factor has shaped the civilisation content of their syllabuses in a very definite way, as British or American programs were transplanted into Australian departments. Many of those programs have still a very distinct flavour of the sixties, having crystallised the views about Spain and Latin America as

romantic and politically chaotic places. The Hispanic revolutions may have endearing memories for all, but perhaps it is not what the 1990s Australian student feels attracted to. In fact, many of our Latin American students shy away from politics altogether; they have seen enough of it during the seventies in their own countries in turmoil. We feel that some of the existing programs in the older universities ought to be reviewed. Thorough research needs to be done on the interests of the student population and their special needs, so that these programs with the wealth of expertise that lies behind them could be made more relevant to the 1990s.

A fairly recent development has been to separate language teaching from other disciplines at some universities. A new category of 'Language Instructors' has emerged at tertiary level and has been adopted by a few Spanish departments. These were tenured teaching positions that required no research and had a teaching load of approximately 18 hours per week. The reasoning behind the creation of this scheme was that administrators wanted to give security of employment to language tutors. In many cases this turned out to be detrimental to the staff because in fact many tutors with higher degrees waiting to apply for lecturing positions were forced to accept these instructorships for security of employment. Under the new awards these instructors have been upgraded to lecturing positions. While this was very positive for those qualified people in the system, it created further problems as many of the instructors were forced to resign their positions for lack of the necessary academic qualifications. While the aim may have been to give security of employment to language tutors, it aggravated rather than solved the problem: by disconnecting language altogether from research and career opportunity it only helped to devalue even further the teaching of LOTE in higher education.

One of the main problems that has affected the promotion and growth of Spanish has been the lack of communication between different institutions within the sector and across all sectors of education. It seems that the meagre resources made available to Spanish have made people very wary of sharing ideas or resources with other colleagues. There have been several attempts to rectify this situation that, unfortunately, did not lead to further action. AILASA, described above, is now fulfilling that catalyst role at tertiary level. However some academics are already questioning whether it will last and, disenchanted with previous failures, see it merely as a cosmetic response to the Latin American Senate Review. This defeatist mentality has unfortunately prevailed for many decades and it is time that attitudes changed.

At present there are only two Chairs of Spanish in the whole of Australia, one at La Trobe University in Melbourne and one at the University of NSW in Sydney. This is symbolic of the lack of importance attributed by the Government to the study of the Spanish language and Hispanic culture in Australia. At present more funding is being directed to the study of Asian languages, leading to a decline in resources in other areas.

2.4 Factors contributing to change in language learning in Australia

2.4.1 Overview

From the sixties both academic and Government reports have discussed the factors which influence students to study a foreign language. Typically this discussion is about factors which give rise to interest or a lack of interest in language learning on the part of second language learners, the target group of this discussion being the monolingual Anglo-Australian student.

In the context of the NSW Wyndham Reform that placed foreign languages in the category of elective subjects, the debate about factors mainly seeks to identify the intrinsic motivation for monolingual Anglo-Australian students to study languages, now there no longer exists the extrinsic motivation of matriculation and faculty language requirements. The objective of the debate, it would appear, was and still is to identify factors which will contribute to an increase in the number and proportion of language students in general, and of Anglo-Australian language students in particular.

In Wykes' study of language learning in universities, the Australian Humanities Research Council expressed concern about the 'negligible' number of language students in the 1960s and made a point that has to be reiterated in subsequent years:

> The main problem is apathy about the nee[d] [for] 'guage' study which prevails in the Australian commun[ity] [and] extends to the schools and even to many faculties in th[e] [uni]versities (Wykes 1966:iii).

She also raises the need for a rethinking of 'the role of modern languages in modern Australian universities', particularly how to make language courses more relevant and interesting to students, an oft-repeated theme in the years that followed.

Wykes outlined a number of factors influencing students to take a foreign language at university (Wykes 1966:10-11). In 1968 another study by Wykes and King of languages in schools examined at length certain factors influencing language study: gender, location and type of school. She made various recommendations in order to encourage language learning and specifically the development of equal opportunities in language learning.

On the question of compulsion they noted:

> ... the Wyndham Reform relegated foreign languages to the position of elective subjects. They are the only group of subjects taught in the first half of this century which are not represented in the core curriculum of the secondary schools of NSW (Wykes and King 1968:12-13).

In 1973 this issue was taken up in a study by Robinson with particular reference to elitism as a factor in the decline in foreign language study:

> Various sources have attributed the decline of foreign language study to external factors: the removal of foreign language study as a matriculation requirement, the exclusion of foreign language study from the core curriculum under the Wyndham Scheme, the supremacy of external examinations, which sometimes appear to be inconsistent with the aims of what is being taught (Robinson 1973).

Robinson agrees that all of the above factors have been detrimental to enrolment and persistence in foreign language study and have strengthened the decline which is witnessed in enrolments in the HSC since 1968. However, she contends that these factors are not the underlying cause of the lack of interest in foreign language study; but that they reflect the underlying cause:

> Analyses of policies and statistical trends suggest that an elite concept toward foreign language study including an absolute definition of FL criteria is the underlying cause of the decline of foreign language study (Robinson 1973:13).

To back up her arguments, Robinson includes various statistical analyses, one being the comparison of IQ scores of English and foreign language students for the School Certificate examination (1967-1972) and the Higher School Certificate examination (1968-1972) (Robinson 1973:26, 30). The impact of the Wyndham Scheme is examined in relation to the main thesis:

> In an attempt to change the elite position of foreign language study and to remove the discrimination of the two languages, one language and no language courses of study, the Wyndham reforms made all foreign language study an elective ... Unfortunately, the only effect of foreign language policy under the Wyndham Scheme has been to decrease initial student enrolment in the foreign language study as well as to inhibit persistence in such study (Robinson 1973:2-3.)

The Working Party on Languages and Linguistics in Australian Universities outlined factors which it considered were contributing to declining numbers of language students:

- fluctuation in language enrolments at the secondary level
- student demand
- gradual abolition of compulsory language requirements
- community attitudes towards language study. 'Monolingualism is a characteristic of Australian society and its influence is becoming increasingly apparent at all levels of the educational experience.'
- quality of teaching
- workload (Working Party 1976:27, 29-30).

Some discussion of factors affecting language study has been made by Bowden et al. (1984, 1987a and 1987b). This Australia-wide study was

initially directed at investigating the 'social and organisational factors associated with the introduction of new technology into teaching and learning' (Bowden et al. 1987a:1). The project, however, ended up touching on many general issues in language teaching at the university level, such as students' expectations about university courses, traditional versus communicative methodologies and other such matters (1987b:3). There are some interesting points, such as the discussion about the use of the target language as the medium of instruction and students' preference for courses which emphasised oral skills (1987b:25 and 19). The last study concludes: 'Language teaching in Australian universities is in a period of acute stress' (1987b:34).

In *Widening Our Horizons* Leal et al. (1991) identify a number of 'Incentives and Disincentives to Languages Studies' at the tertiary level. One of the main disincentives identified is the unreliability of support from the majority of the 'Anglo-Australian community':

> The teaching of languages at all levels in Australia suffers from the basic ambivalence towards languages which pervades the Australian community (Leal et al. 1991:122).

Leal et al. also feel that this attitude has also been present in the community groups that speak those languages:

> Even among non-English speaking community groups, support for courses in their languages in higher education has declined in certain areas, causing courses to be discontinued (Leal et al. 1991:123).

What this report does not explore is how well those tertiary courses are servicing the needs of the community. We would feel that in the case of Spanish some of those courses ought to face a serious review of their aims and offerings to try to cater for the community's needs in a more effective way.

Other sources of disincentives are the unreliability of Government and employer support (Leal et al. 1991:124); the unreliability of institutional support, eg, relaxation of language requirements - 'though this continues to be a matter of debate in some places' - (Leal et al. 1991:126); and the demanding nature of language study in general. All these factors according to Leal et al. contribute to the decline of LOTE learning at tertiary level.

On the other hand the incentives identified in this report are:

- enhanced rewards in education for language study
- enhanced rewards in employment for language study
- greater flexibility in course provision
- greater investment in course provision

In the White Paper (Companion Volume to the Policy Paper) research into disincentives to language learning is discussed at some length (DEET

1991:72-73).[24] The impediments identified included disincentives related to:

- incompatibility between student background and course content (eg, having mixed classes of NS and NNS)
- student assessment (eg, low weighting given to languages; native speakers and non-native speakers competing in the same examinations). On this latter point the White Paper asserts: 'The significant decline in numbers studying Indonesian during the 1970s and 1980s occurred primarily because 'new learners' were competing in the same Year 12 examinations as fluent native speakers from Malaysia' (DEET 1991b:74)
- school curriculum (eg, lack of continuity, lack of administrative support, poor status of languages)
- students' future after they leave school (eg, combined degrees tend to be longer, little opportunity to use language proficiency in many jobs).

In the summary of this research it is conceded that 'being a native speaker of a language or having a family background in it are in fact very powerful incentives for effective language learning' (DEET 1991:72).

As may be deduced from this research, the White Paper's approach emphasises the need to motivate, rather than compel, people to study languages, although there is some discussion in the Green Paper about overseas educational models in which language study is compulsory (DEET 1990:24-5). Generally speaking, there has been a move towards the idea of compulsion, at least at junior levels of secondary school, since the NPL which supported the teaching of languages as a normal or expected part of the education of children at primary and junior secondary level (Lo Bianco 1987:138-139).

Stemming directly from the White Paper's aim to increase the proportion of Year 12 students studying a language other than English to 25% nationally by the year 2000 (DEET 1991:17), there is at present a team of researchers preparing a national statement supporting access to language learning at all levels. We strongly believe that given the idiosyncrasy of the Australian public regarding LOTEs, until language learning becomes compulsory at all levels of education we will not be able to change the embedded monolingual views that prevail in our society.

2.4.2 Internal factors affecting Spanish

The main factors contributing to changes in the presence of Spanish in the formal education system may be divided into internal and external factors.

According to reports since 1957 there has been a slow but steady increase in student numbers at all levels in Spanish. As we shall see more clearly

[24] The study was by P. Tuffin and J. Wilson (1990) *Report of an Investigation into Disincentives for Language Learning at Senior Secondary Level. Draft Discussion Paper prepared for Asian Studies Council.* Canberra: DEET.

with a cross reference to Chapter 3, this pattern of growth in the study of Spanish is primarily due to the migration of Spanish-speaking people to Australia, the resulting presence of Spanish-background students in the education system and the support given by them, their parents and the community to language maintenance.

Hence we can safely say that the internal factor which has most assisted the growth of Spanish in Australia is the existence of the Spanish-speaking community and the consequences that have flowed from this. Although its lobbying has not been as well organised and documented as in other communities, given the stratified nature of SSB immigration, its presence in Australia exerts pressure on the Government to introduce language maintenance programs.

In 1975 the Committee enquiry into the teaching of migrant languages in schools received many submissions, the majority from ethnic groups or individuals of migrant background. 'Almost all submissions supported the teaching of migrant languages in schools although the reasons for this support tended to vary' (Commonwealth of Australia 1976:12). The reasons most commonly given by ethnic submissions were 'cultural heritage', 'civic', 'secure identity', 'family cohesion' and 'individuals' birthright' (Commonwealth of Australia 1976:131-132). Organisations and individuals of Spanish-speaking background were among the submission writers (Commonwealth of Australia 1976:146-153).

In 1983 the Working Party on Language and Linguistics in Australian Universities reported:

> The Working Party was aware of considerable pressure from migrant groups for the introduction in Australian universities of studies in the language and cultures of the countries of their origin (Commonwealth of Australia 1983:48).

The 1988 National Survey of Language Learning in Australian Schools also comments:

> ... students from a non-English-speaking background (in terms of their birthplace or their parents' birthplaces) are more likely than other students to study a language other than English at school. With the exception of the lower secondary year-levels (where most language study occurs), the proportions of students from a non-English-speaking background studying a language other than English are generally double the proportions of students from an English-speaking background (DEET 1988:19).

Perhaps Spanish-speaking migrant communities share the concept of 'culture générale' with the French which, as Wykes and King (1968:20) outline, 'is still the basic theory underlying secondary education in France':

> The chief aim of the teaching of languages, then, is an aim common to all the academic subjects in the secondary school curriculum, to

> contribute to the development of the cultured individual (Wykes and King 1968:21).

Wykes contrasts this French outlook with the utilitarian approach to language learning of the British and Americans citing the preparatory report of the National Defence Act which led to the allocation of funds for language learning:

> There is no question as to the need for strengthening and expanding the teaching of mathematics, science, and modern foreign languages in our elementary and secondary schools. The vital importance of these subjects to our national defence and to the conduct of our foreign economic, cultural, and diplomatic relations is inescapable (Wykes and King 1968:24).

However, both the above factors contributing to intrinsic motivation are valid. It is a question of balance in the curriculum between the cultural and the practical thrust. Spanish is culturally a very important language for Australia and it will indeed be a key trade language in the future (Valverde 1990:46 and Stanley 1990:10 and 53). (For more details about the economic importance of Spanish see Chapter 4.)

The presence of SSB children, a product of the migration process was the main reason for the introduction of Spanish at secondary level within the Australian education system. The bigger the number the stronger the demand for recognition and introduction of language maintenance courses in Australian schools. The question of equity, the possibility of granting credit to NESB children for their LOTE skills, was and still is very strong.

As we have seen through our Student Profile section the core of the Spanish students at senior years come from a L1 background and they are more motivated by integrative than by instrumental reasons to learn Spanish. They have not been made aware by any promotional exercise of the value of learning Spanish in practical terms for their own career prospects.

At primary level however this general principle does not seem to have applied. As we can see through the development of the primary programs there was a prevalence of ESB children at that level. Thus the programs were not conceived as part of a language maintenance resource but rather as a linguistic enrichment experience for all. We believe that particularly at this level the Spanish Government sponsored Spanish Program in Australia has played a major role in promoting the learning of the language.

In the increase of the Saturday School and Ethnic Schools programs there was a combination of two factors, the first one being community pressure, given the linguistic needs of migrant children. The second we believe is the presence of the Spanish Program in Australia which, also fostered by the community, poured funding into the development of new Spanish courses and created new Ethnic School programs. It can of course be argued

that these do not replace the need for the Government to implement LOTE programs in schools.

At tertiary level there was a similar pattern, although behind the inception of those courses there were sometimes powerful groups, such as Opus Dei in UNSW, fostering and lobbying for Spanish as an academic subject. However, in the 1980s several courses emerged at tertiary level that responded directly to the Spanish-speaking community at large. These were at first interpreting and translation courses and later secondary teachers' programs. They were designed to attract SSB students with high proficiency in the language. UWSM in NSW and Deakin University, Toorak in Victoria are such examples.

Migration numbers too may have been the motivation for L2 students of Spanish. Having a neighbour or a playmate who speaks the language could constitute strong intrinsic motivation to want to learn that language. The opportunity to practice it within a close range could also contribute to motivating the student.

2.4.3 External factors affecting Spanish

Several academic commentators and researchers have, we believe, influenced the development of language policy and State and national priority and ultimately have had an effect on the number of students studying the language.

In the 1960s some academics pointed out the need for introducing migrant languages in universities. For example, the Australian Humanities Research Council commented:

> A special demand which would be desirable to encourage is that, in the diversity of national origins created in our community by immigration, opportunities should be given to migrants and their children to maintain the study of their original tongue (Wykes 1966: 3).

These sentiments were reiterated ten years later by the Working Party on Languages and Linguistics in Australian Universities, a committee of academics chaired by Leonie Kramer. Its report recommended that Federal Government expenditure on the teaching of migrant languages and cultures be expanded (WPLL 1976:47).

Other academics in the 1960s, reacting against the lack of language choice in the Australian education system, strongly urged the need for diversification in the language offerings of schools and universities, including the introduction of Spanish into universities (Holt 1967, Wykes 1966:30 and 32, Wykes and King 1968: 81-82). Wykes and King commented:

> The senior author of this book is a graduate in French, has studied in France, and is a great admirer of France and French culture. Nevertheless she deplores the virtual monopoly of French in

> Australian schools, and urges most strongly the greater diversification of language teaching in Australian schools (Wykes and King 1968:81).

Wykes recommended that Spanish should be one of the new languages introduced into Australian universities on these grounds.

Holt argued for the widespread teaching of nine languages at all levels of the Australian education system to improve Australia's economic competitiveness and international relations (Holt 1967:28). The nine languages sound remarkably familiar: German, Italian, Japanese, Spanish, French, Chinese, Malay-Indonesian, Greek and Russian.

Holt's rationale for promoting the learning of this variety of languages is interesting. Quoting from a UNESCO Education Abstract from 1961 he argues:

> There are a number of reasons for learning a language in any educational institution - not one! But the 'outstanding feature of recent trends in modern language teaching is the marked shifting of emphasis to the utilitarian aspect.' Not long ago language study was confined to the intellectual class. The key to the changed situation of the present is that: ... 'Distance is no longer a barrier between different nations and peoples, but language, unhappily, still too often is' (Holt 1967:51).

Hawley expressed the view that the introduction of new courses into universities would assist the spread of Spanish (Hawley 1982).

The inclusion of Spanish as one of the Nine Languages of Wider Teaching in the National Policy on Languages (1987) certainly gave it a boost in the years immediately following the release of the NPL, as we shall see in the section dedicated to this document.

While the above documents might have inspired the introduction of new Spanish programs at different levels it would appear that the main factor contributing to the slow growth in Spanish at Year 12 level and at tertiary level has been the strong Government (particularly Federal Government) support in recent years for Asian languages. There is no other conceivable explanation for the decline of Spanish during the Government's push for Asian languages, after its consistent growth in the previous years.

This support stemmed directly from a major and influential report to the Asian Studies Council, *Asia in Australian Higher Education* by Ingleson (1988). He gives the following insight into the high-level Government support given to the Asian languages area:

> The recent renewed commitment of Australian governments - both Commonwealth and State - to developing the study of Asia and its languages at all levels of the education system has already had a profound effect on tertiary institutions. The establishment of the Asian Studies Council, the support expressed by key people in

> business, and clear affirmations of the importance of the study of Asia by the Prime Minister, the Minister for Employment, Education and Training and other senior politicians, have all contributed to important changes in tertiary institutions.

The 1988 White Paper on Higher Education was crucial to the process of encouraging institutions to re-think their priorities. Asian studies was clearly stated to be one of the four areas of national priority in higher education. Long-standing arguments about the importance of teaching about Asia and its languages, and the need for tertiary institutions to divert more of their resources to it, have been given an enormous impetus (Ingleson 1988:36).

Other Government reports that could have influenced the growth of Spanish are those centred on the trading importance of this language. In an effort to boost the Australian export trade, the Federal Government has, in recent years, encouraged the identification and teaching of languages which would assist this. We shall address the findings of these reports in detail in Chapter 4, when we talk about the economic importance of Spanish in the world context.

However we would like to point out here that as early as 1967 Holt identified Spanish as one of the languages with potential to improve Australia's economic competitiveness and international relations (Holt 1967: 28).

More recently Valverde, in her report *Language for Export. A Study of the Use of Language and Language Related Skills in Australian Export Companies* to the Office of Multicultural Affairs in the Department of Prime Minister and Cabinet, found that Spanish featured strongly among the seven languages more commonly viewed by exporters as most in demand, with 7.8% of exporters holding that opinion (Valverde 1990:46). Stanley, Ingram and Chittick in a parallel report to the Australian Advisory Council on Languages and Multicultural Affairs (ACCLAME) (1990:10 and 53) also included Spanish among a somewhat similar list of languages.

Thus Spanish has been identified as a language of vital economic importance for Australia. However, in the light of the Federal Government's emphasis on Asian languages as trade languages *par excellence*, until today these reports have not had an impact on student numbers. It is hoped that the recommendations coming out of the newly released Australia and Latin America Senate review, identifying Latin America as a major player in Australia's future economic development, will reap more benefits in terms of enrolments at all levels.

Teachers believe there are strong external factors that affect the growth of Spanish. Their opinions vary regarding the future of Spanish in schools. Some have a very positive attitude and an optimistic outlook for the future:

> The Government no longer perceives that languages other than Japanese are useless and it starts to consider that every language

> that is spoken in the world's community but especially in the Australian community as something viable and something that ought to be studied (DEET 1991:72-73).

However, others feel that the situation for LOTEs has not changed much across the years, that 'our HSC languages are dying'[25] and that the future of LOTEs in schools depends very much on the community and the Principal's attitude:

> The community view of language will still be that it is useless, that it's for girls mainly, that boys have to get on with their career. It's like piano lesson and embroidery for girls in the Victorian era. That languages are OK for girls because it's not going to see them into a career.
>
> Until they see the value of languages we will be still hitting our heads against a brick wall, and until the Principals themselves can see the value and the benefits to their own school. Because if it is not the community it is the Principal who will be the stumbling block who will not see that language is something that is worthwhile unless it is Japanese, unless it has some sort of economic push from the government.
>
> Until the Minister for Education and the politicians see that LOTE learning is something worthwhile our numbers will continue to decrease and its study will not be seen as a serious option.[26]

Obviously the truth lies somewhere in the middle. If the Government's promotion of the Japanese language has been successful enough to promote other LOTEs we should be convincing it of the value of all languages so that its campaign is extended and enriched and benefits all languages. Spanish should certainly feature prominently in the future planning of LOTEs in Australia.

2.4.4 Amount and direction of change of Spanish since NPL

We do not think it is accidental that there was an overall increase in student numbers and institutions offering Spanish after the National Policy on Languages was published. Although the sharpest increase was from 1990 to 1991, five years after the NPL was released we feel that this increase - even if delayed - is directly connected to that document. Obviously there was a direct impact on the way the community at large perceive LOTE learning and in particular on the extent to which languages such as Spanish were seen to be relevant.

Although it could be argued that there was a natural increase in numbers, the sudden positive growth from 1987 onwards could be attributed partly to the release of the NPL document that placed Spanish among the Nine

25 Interview with secondary teacher Alicia Medeiros.
26 Interview with secondary Head Teacher Carmen Bertrand.

Key Languages of Australia selected 'for external and national reasons, although some of these languages overlap with languages widely spoken in Australia' (Lo Bianco 1987:124). Spanish was also nominated as one of 'the languages that particularly require promotion in this group, due to presently inadequate resource levels' (Lo Bianco 1987: 125).

In fact there are no other obvious external reasons apart from the release of the NPL document that explain this increase in numbers in a steep curve that takes us to the ten thousand student mark at all levels in 1992.

The growth is clearly represented in national matriculation numbers shown in Table 2.25. While the four year period 1982-86 accounts for only 46 students more, the four year period 1986-90 accounts for 215 more.

Year	1982	1986	1990
Numbers	261	307	522

Table 2.25
Total Number of Students Completing Spanish at Matriculation Level in Australia
Source: Spanish Profile survey

While the increase in numbers at matriculation level could be explained partly by the increase in native speakers reaching that age group, it could be argued that before the NPL there was an equal presence of SSB students in the system who were not interested in taking up Spanish as a matriculation subject. This growth could in turn be explained by the improvement in the grading system of the matriculation exams in LOTEs, a fact that encouraged more students to use their natural linguistic skills to gain points for their university entrance.

Another important measure is the number of institutions teaching the language. There was a steady increase in the number of institutions teaching Spanish after 1987. Perhaps due to the realisation of the national importance of Spanish, perhaps to the fact that it has been declared a language not only of community importance but also of economic importance, the number of institutions teaching Spanish almost doubled during the period 1987-92.

To gain a perspective on the effectiveness of the NPL we compared student enrolments in Spanish courses in each sector of education and in the number of institutions offering Spanish for the years 1987 and 1992.

1987 Ethnic Schools, Saturday Schools and secondary schools had the smallest enrolments (1-100) while primary schools had the largest with over 300 students. The tertiary sector was in between, with student numbers as low as 1-40 and as high as 300 students in their programs.

1992 The trend across all sectors of education was for slightly higher enrolments (1-100). The over 300 students category was predominantly primary, with a smaller proportion of secondary and Ethnic/Saturday Schools.

Up until the release of the NPL there was no official position regarding priority languages in Australia. It was then that the importance of Spanish, domestically and internationally, was recognised for the first

time in Australia. Without a National Policy on Languages we would still be battling with Government to obtain funding for LOTE learning programs at all levels. The Federal and State Governments should look at their present priority funding however, and reconsider their position for international and regional languages such as Spanish.

2.5 Future developments

In the recent review of Australia's relations with the republics of Latin America by the Senate Standing Committee on Foreign Affairs, Defence and Trade, Professor David Ingram, President of the AFMLTA, made the following remark:

> There is need for Spanish to be much more widely taught in the education system at all levels. There is need for 'general proficiency' classes as well as 'special purpose' courses especially in Spanish for Business Purposes (Senate 1991:1158).

Although this initiative has been taken up by some universities, as we have seen, there is still much more scope for development not only in the business area but also in other special purpose courses for the different professions, such as Medical Spanish, Technical Spanish, etc. There is even some support material already available from the USA that could effectively be adapted to the Australian context.

Ingram also comments on Griffith University being interested in offering Spanish 'in several years time'. We suspect that after the great success of the introduction of Spanish at the University of Queensland there would be other tertiary institutions considering its implementation.

The Catholic University in Sydney has commissioned a Spanish syllabus and is also planning to introduce Spanish in the near future.

In the summer vacation of 1993 the University of Queensland will run a new Spanish intensive program. Many students are coming to tertiary studies with little or no elementary secondary background, yet they are expected to reach adequate proficiency levels at tertiary level. This program will aim to bridge the gap between elementary and intermediate Spanish levels - since it is here that attrition is greatest - by seeking ways to maintain student motivation. Emphasis will be placed on listening and reading skills in everyday authentic situations. The ultimate aim is to develop a model that can be adapted to other tertiary institutions in Spanish and in other LOTEs.

One of the major future developments that some institutions are already considering is primary level teacher training. This is indeed a most commendable initiative. If we are to develop Spanish at all levels we need to lay adequate foundations.

Another development we believe should be the creation of national curricula. There are good precedents to follow in this country and overseas

that could guide us along this difficult path. The City and Guilds of London Institute models can perhaps provide the framework for future developments in the area.

3 THE SPANISH LANGUAGE IN AUSTRALIAN SOCIETY

3.1 Overview

Spanish is one of the major LOTEs in Australian society, with an estimated 80,000 speakers (1986 Census and BIR figures). As we have previously mentioned, Spanish is the official language of 21 countries: one European country (Spain), one African country (Equatorial Guinea) and 19 Latin American nations (Argentina, Uruguay, Chile, Peru, Paraguay, Bolivia, Ecuador, Colombia, Venezuela, Panama, Cuba, Puerto Rico, Dominican Republic, Nicaragua, Guatemala, Honduras, El Salvador, Costa Rica and Mexico).

The mosaic of nationalities that characterises the Spanish speakers of the world is reflected in the SSB population of Australia. We have received migrants from most Spanish-speaking countries in varying numbers. This fact has added to the difficulty in drawing a profile of the Spanish language. The demographic distribution of these migrants differs across Australia, a fact which has made our task even more complex as any generalisation based on one State would not necessarily be relevant to others.

In the past there has been a lack of cohesion amongst the Spanish-speaking background community in Australia. We feel that this is a reflection of attitudes still prevailing in the last decade in the Spanish-speaking world. Spain was never able to act as a catalyst for the Spanish colonies in the way that England has done for Australia and other ex-colonial countries. The metropolis for many Latin American countries has been Paris rather than Madrid. This is not only due to the natural resentment felt between *conquistadores* and *conquistados* but mainly to the drastic severance of links with Spain (all countries became republics at the beginning of the 19th century) and the lack of post-independent economic treaties with its ex-colonies (there was no equivalent of the Commonwealth between Spain and the new Latin American countries). At the same time, there were many wounds left open by the wars of independence among the new emerging Spanish American nations that prevented them from working together towards common aims. Bolivar's ideals of a unified Southern Cone has never materialised because of those painful memories. Those memories have been translated in our century into a certain degree of resentment from Latin Americans towards Spain, paralleled with mistrust among different Latin American nations, especially between neighbouring countries.

In Australia, at the beginning of the settlement process this situation was reflected in the lack of co-operation which existed between Spaniards, the first SSB migrants who arrived in Australia, and Latin Americans, who started migration in the 1970s, and amongst Latin American migrants

of different countries. This is evidenced by the high number of Spanish-speaking social clubs in existence during the 1980s. In addition, we need to point out that even within the different national groups there were strong political differences that made them want to form separate associations. Today, many of those clubs have disappeared, but despite this, in 1992 we were able to collect a list of 115 social and sporting clubs across Australia. This segmentation has obviously been detrimental to the strength of the SSB community at large.

However, recent developments in the Spanish-speaking world have had an impact on Australia. The main move has been taken by Spain itself with its promotion of an impressive 500th Anniversary celebration in 1992 of the Spanish discovery of America. Spain was also the inspiring force behind the *Cumbre* (Summit) that took place in 1992 in Mexico, where all Spanish-speaking countries met to look at their future together. Spain, now a member of the European Common Market, has come to the fore to give a hand to its ex-colonies and lead them on their way to economic recovery. There have also been new commercial treaties between different Latin American countries, such as the 'Mercosur', the Andean Pact, the North American free Trade Agreement (NAFTA), etc, (see Chapter 4 for more details) that are throwing new light on the commercial possibilities in Latin America. Coupled with a genuine democratisation process across all Latin American nations that has seen the end of most totalitarian regimes in the area, this has certainly changed the image of the entire region. A Senate review in 1991 of Australia's relations with Latin American nations constitutes the first step towards including these countries within the vista of our economic outlook.

These events have had repercussions in Australia. The situation *viz a viz* co-operation between different national groups has improved greatly in the last five years, once they realised that united they will have much more political strength. There are now fewer, bigger clubs and there have been some attempts to create umbrella organisations to unite different national clubs (for example the Casa de las Americas in Liverpool, NSW, during 1989-91). This we feel is a reflection of the overseas initiatives of building up a common front within the Spanish-speaking countries.

The strong ethnolinguistic vitality of the Spanish language is manifested through the Spanish-speaking clubs' numerous cultural and sporting activities and their real intent to maintain the language. The study of the Spanish language and cultures would not only open up new doors into many different and varied cultures but would also help Australians to recognise the contribution of the Spanish-speaking migrants to our nation. Students can practice their Spanish within the Australian Spanish-speaking community and learn about Hispanic traditions. Spanish speakers are renowned for their hospitality and friendliness towards strangers. They would welcome the opportunity to share their culture with other nationalities and would feel flattered by their interest.

3.2 Census data

Australia has a high percentage of NESB people in its population. As we can see in Table 3.1 one fifth of Australia's total population of 15,500,000 people (1986 Census) was born overseas.

Australia's total population	15,602,159
Total overseas born population	3,247,377
Total population born in Spanish-speaking countries	64,684

Table 3.1
Population Breakdown 1986
Source: ABS 1987.

According to the 1986 Census figures (1986 Census:1-2, 28-30, 289-290) in Australia, there are 64,684 Spanish-speaking people who were born in Spanish-speaking countries. The breakdown between the different countries is as it appears in Table 3.2.

Chile	18,739
Spain	16,270
Uruguay	9,585
Argentina	9,200
Peru	2,327
Other SA NEI	2,156
El Salvador	2,106
Colombia	1,689
Ecuador	1,001
Mexico	684
Philippines	927
Total	64,684

Table 3.2
Numbers of People Born in Spanish-Speaking Countries 1986
Source: ABS 1987.

As we can see, the majority of the SSB population born overseas came from Chile, Spain, Uruguay and Argentina, followed in much smaller proportions by other Latin American countries. There may now be a much larger number of immigrants from El Salvador than the 1986 Census indicates, as, according to the Department of Immigration, Local Government and Ethnic Affairs (DILGEA) there was a big migration of Salvadoreans in the mid-late 1980s under the refugee/humanitarian program, making them one of the fastest growing Latin American communities in Australia (Senate 1991:1228). We included the Philippines in this total, as there is a small proportion of them who claim to be Spanish-speaking in this census.

In addition to Spanish speakers born overseas, many Spanish speakers were born in Australia. In Table 3.3 the 1986 Census gives us an interesting breakdown.

Reported Ancestry	Overseas born people	Both parents overseas born	One parent overseas born	Both parents Australian born
Spanish	83.3%	75.6%	6.4%	7.9%

Table 3.3
People aged 5 Years and Over who Spoke the Language of their Reported Ancestry: Ancestry by Birthplace of Parents
Source: ABS 1991.

People born overseas, or whose parents were both born overseas, have a considerably higher rate of language maintenance (83.3-75.6%) than those with one or both parents born in Australia (6.4-7.9%).

The Census also provides us with a breakdown of figures for language maintenance by generation between migrants from Spain, Latin America and Spanish mixed background as shown in Table 3.4.

	1st Generation	2nd Generation	2.5 Generation*	3rd + Generation
Spanish	84.2	76.3	6.6	8.1
Spanish Mix	41.3	28.3	4.5	0.8
Latin American	89.3	84.2	7.5	42.2

**Note: '2.5 Gen.' denotes that one parent was 2nd generation, the other 3rd generation; '3rd+' denotes 3rd and later generations.*
Table 3.4
Percentage Language Maintenance by Ancestry by Generation, 1986
Source: Price 1990: 57-64)

The above figures show that there is no great difference for language maintenance patterns up to the second generation among SSB people from Spain or Latin America. However, there is a higher language maintenance rate in the third generation among the Latin American background population that extends to up to 42.2%, against only 8.1% for those of Spanish background. The explanation for this can only be speculative. Perhaps it is merely attitudinal. The Spanish migrants came from a lower socio-economic and less educated background than the Latin American migrants; thus their attitude to language was not as positive.

3.2.1 Size and change of SSB population

In 1986, the total number of people born in Spanish-speaking countries was 64,684, which represented 0.2% of the total population and 2% of the overseas born population (Census, 1986:51-52,155-180). Between 1987 and 1991, 20,557 people from Spanish-speaking countries arrived in Australia (BIR 1991), giving a total figure in 1991 of 84,966 people from Spanish-speaking countries.

We also learn from the 1986 Census that there is a difference between the number of people born in Spanish-speaking countries and those who were born in Australia or elsewhere who speak Spanish. While 64,684 were born in Spanish-speaking countries, a reported 70,079 speak Spanish (ABS 1986a:6), which is a difference of 5395. This figure represented 0.4% of the total population and 3.1% of the other language speakers (OLS).

In 1991 there were 86,286 overseas-born Spanish speakers in Australia (ABS 1991b:5), giving a total of more than 90,000 Spanish speakers in Australia.

Country	Aust. Citizens	Total No. of SSB Immigrants
Chile	12,668	18,730
Spain	12,505	16,270
Uruguay	9,298	9,585
Argentina	7,380	9,200

Table 3.5
Persons Granted Australian Citizenship by Country of Former Citizenship, 1949-1990.
Source: Australian Immigration Consolidated Statistics No. 16.

A large proportion of those born in Spanish-speaking countries have adopted Australian citizenship (Table 3.5). These figures look out of proportion if we do not read them together with the respective citizenship policies of the respective countries. For example, it seems that Uruguayans are the ones that adopt Australian nationality most readily. However, one reason behind their choice is the fact that Uruguayans can maintain dual nationality, hence they do not have to relinquish their original citizenship, making the choice less personally onerous.

Birthplace	Period of Residence (years)			
	0 - 4	5 -9	10 or +	Total
Spain	21.7	38.8	65.8	58
South America	12.1	49.3	72.7	55.6

Table 3.6
People Born in Spanish Speaking Countries: Proportion who were Australian Citizens, by Birthplace by Period of Residence (per cent)
Source: ABS 1991:a8.

As Table 3.6 shows, those born in Spain are more likely than those born in Latin America to take Australian citizenship in their first four years of residence. However, after longer periods of residence a high proportion of both groups takes Australian citizenship.

	Labour Force Participation Rate			
Ancestry	Men	Married Women	Unmarried Women	Total
Spanish	83.4	50.6	52.4	68

Table 3.7
Overseas Born People Aged 15 to 64 Years : Labour Force Participation Rate by Selected Ancestries by Sex by Marital Status (Per cent)
Source: ABS 1991:8.

Table 3.7 shows that 83.4 % of men and just over half the population of women are an active part of the Australian workforce.

It is worth mentioning here that according to our observations in the community (although we have not been able to obtain reliable percentages) a great proportion of the women that are not in the workforce are studying at tertiary level. This sometimes creates rifts between married couples, that lead to separation and/or divorce. This could also be due to the fact that, away from family ties and pressures, individuals find it easier to make personal choices. Research would be needed to find out what proportion of Latin American couples have

divorced after their settlement period and the reasons that motivated that separation.

3.2.2 Migration categories

As we saw above, Spanish-speaking migrants in Australia were born in Spain and several Latin American countries. The Spaniards were the first SSB migrants who arrived in Australia in the 1940s, following the Spanish Civil War. The Latin Americans did not arrive in big numbers in Australia until the 1970s following the advent of repressive regimes. But despite the political environment, the bulk of Latin American migrants did not arrive in Australia as political refugees. We would like to stress this fact because there are people who still believe that 'tens of thousands of Latin Americans arrived in Australia as political refugees'27 The majority, as we shall demonstrate, arrived in Australia under other categories. Even if some had suffered political persecution they would have fallen more under the category of economic refugees than political refugees. Most of the Latin American political refugees of those years went to Europe. Hence we have not experienced the remigration process that other countries suffered once those repressive systems had vanished. In fact the Latin Americans, after the British, are the migrants who have the highest percentage of permanent residents in Australia.

Overall between 1977 and 1982 there was still a predominance of Spaniards arriving to Australia, with peaks in 1979-80 and 1981-82. Some 71% of new settler arrivals were skilled workers or business migrants and 24.8% came to Australia under the family reunion scheme. Only 1.3% of SSB migrants were refugees.

The proportion of refugees increased during the 1982-90 period to 6.8% of the total, while there was a marked decrease in skilled workers or business migrants to 10.2% and a slight increase in family reunion to 31.6%.

As we can see in Tables 3.8 and 3.9 the number of refugees increased drastically during the 1980s during the Latin American political crisis. The majority of those refugees came from El Salvador or Chile.

Country	No. Refugees
Spain	42
Peru	34
Uruguay	12
Chile	7
Argentina	5
Mexico	1
Other countries	51
Total Spanish-speaking countries	152

Table 3.8
Recent Migration from Spanish Speaking Countries 1977 - 1982

27 ABC interview with Dr Barry Carr, Department of History, La Trobe University.

Country	No. Refugees
El Salvador	6636
Chile	3081
Nicaragua	625
Uruguay	188
Guatemala	110
Other Countries	276
Total	10 916

Table 3.9
Refugee Migration from Spanish-speaking Countries - 1982 - 1990

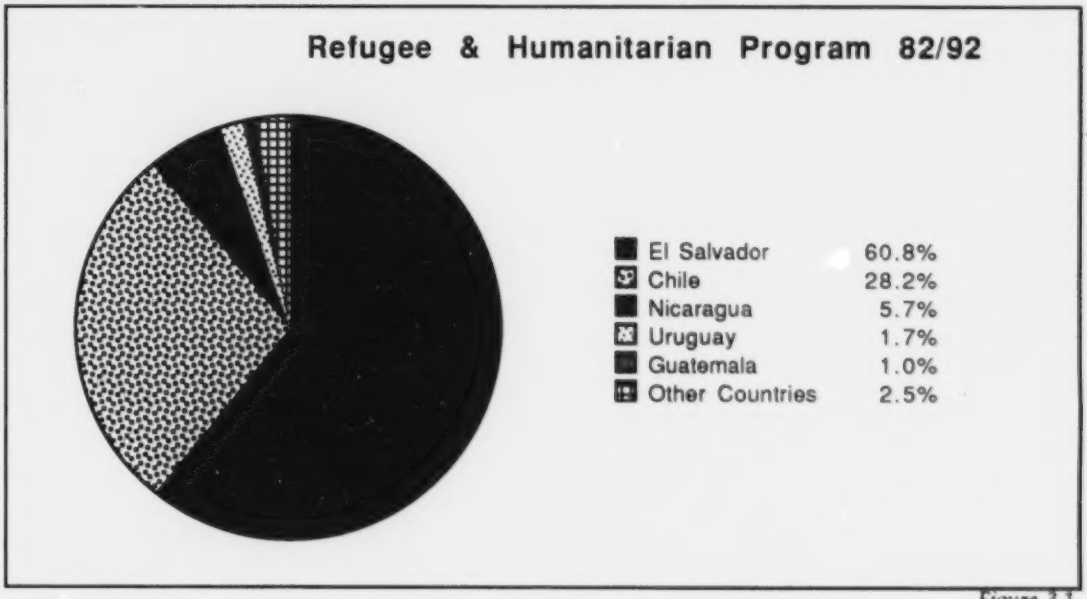


Figure 3.1
Percentage of Refugees by Country 1982-1990
Source: DILGEA 1992.

Family reunion migration has come mainly from Chile, Uruguay, and Argentina during the last two decades. Figure 3.2 and Figure 3.3 give us the proportions for the different countries.

Skilled and business migration reached its peak in 1982-83, with Argentina occupying a leading role, followed by Chile. It is important that we stress that the bulk of the SSB population arrived in Australia in that category.

3.2.3 Migration patterns

The Department of Immigration was reluctant to release any figures regarding their policy on migration for the future, stating that it would be discriminatory to allow immigrants from one particular country or

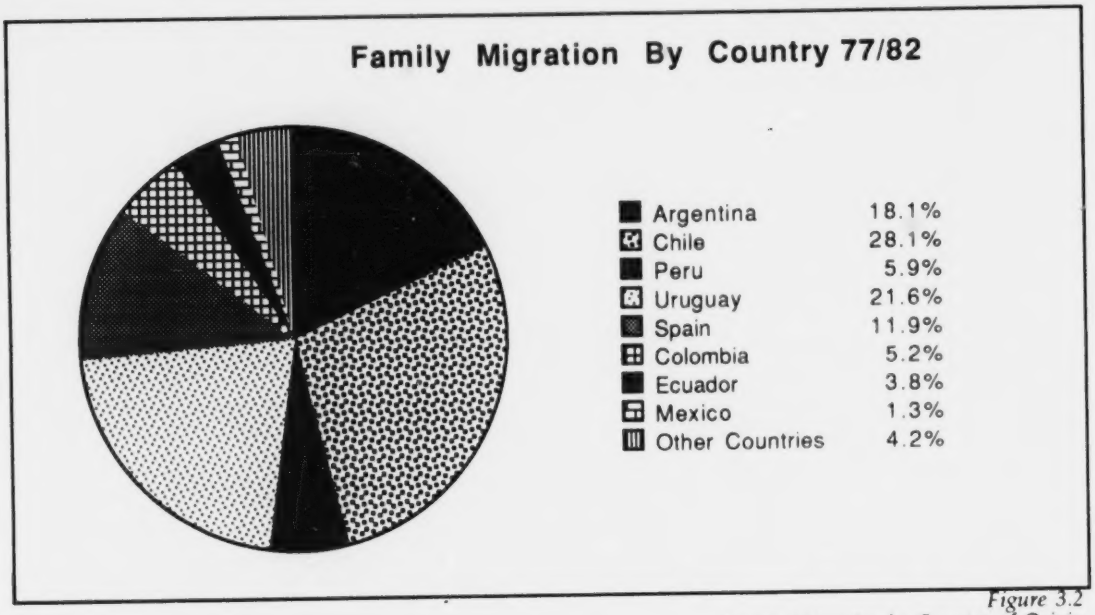


Figure 3.2
Family Migration by Country of Origin
Source: DILGEA 1992.

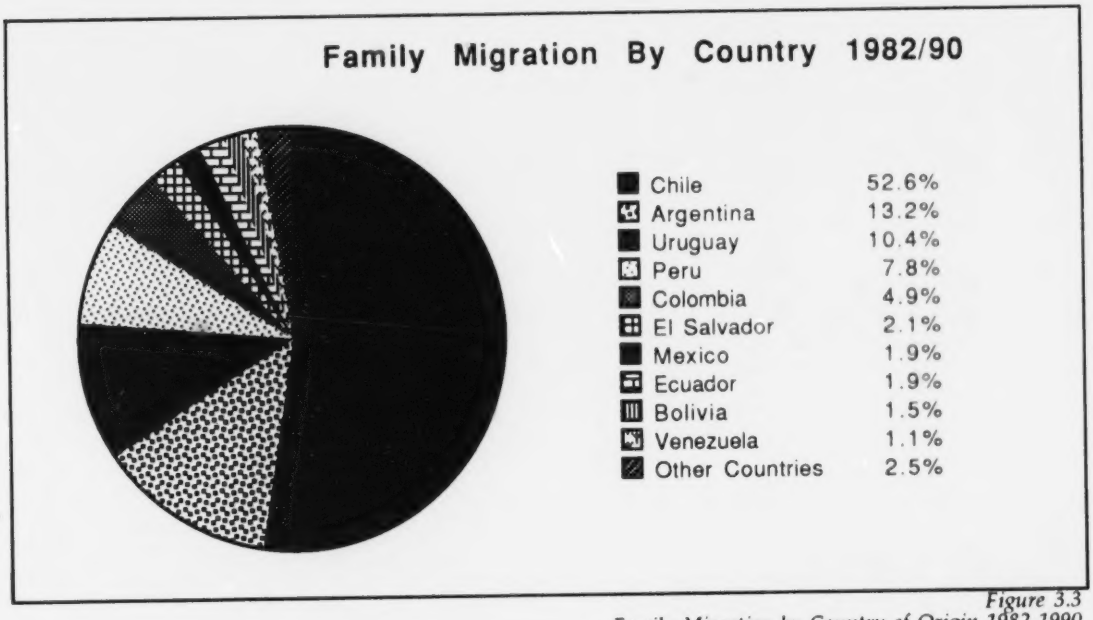


Figure 3.3
Family Migration by Country of Origin 1982-1990
Source: DILGEA 1992.

countries to migrate in preference to others. To be able to obtain projected migration patterns for the Spanish-speaking population we have based our calculation on the BIR (Bureau of Immigration Research) data available. (See Table 3.10.)

Spanish speakers constituted the biggest proportion of non-English speaking immigrants entering the country during the 1982-90 period, with 24.4%. They were followed by Arabic speakers (20.2%), Chinese (15,3%), French (11,2%), German (10,1%), Greek (6.8%), Indonesian (5.1%), Italian (4.3%) and Japanese (2.5%).

Country	1982 / 83	1983 / 84	1984 / 85	1985 / 86	1986 / 87	1987 / 88	1988 / 89	1989 / 90	1990 / 91	Total
Argentina	537	204	215	295	398	393	313	480	520	3,355
Bolivia	13	26	19	21	20	29	20	25	10	183
Chile	499	691	1689	2037	2018	1964	1358	735	704	11,695
Colombia	60	40	55	81	109	85	137	142	95	804
Ecuador	17	29	21	35	26	27	44	33	42	274
Paraguay	9	3	8	15	8	4	25	11	9	92
Peru	106	69	85	134	306	294	246	240	295	1,775
Uruguay	134	265	235	282	184	194	149	97	116	1,656
Venezuela	22	26	19	27	30	33	36	32	46	271
Total	1397	1353	2346	2927	3099	3023	2328	1795	1837	20,105
Costa Rica	12	14	17	27	19	21	8	6	8	132
El Salvador	10	426	772	481	645	1048	1539	1922	1538	8,381
Guatemala	4	23	31	19	3	27	13	22	12	154
Honduras	7	4	8	3	4	14	7	16	27	90
Nicaragua	3	52	142	92	162	58	90	73	62	734
Panama	9	6	4	4	4	6	3	5	1	42
Total	45	525	974	626	837	1174	1660	2044	1648	9,533
Cuba	21	15	30	9	4	3	9	1	2	94
Dominican Republic	1	1	1	0	0	3	2	1	1	10
Puerto Rico	3	1	1	0	0	1	0	0	2	8
Total	25	17	32	9	4	7	11	2	5	112
Mexico	45	45	44	56	56	71	53	40	34	444
Spain	592	189	237	419	261	245	158	87	78	2,266
Total	2104	2129	3633	4037	4257	4520	4210	3968	3602	32,460

Table 3.10
Spanish Speaking Settler Arrivals by Country of Birth 1982-83 to 1990-91
Source: BIR.

3.2.4 Location of the Spanish speaking population[28]

The Spanish speaking population is distributed across Australia. However as Table 3.11 shows NSW hosts the majority of them.

Victoria had the second largest concentration of Spanish speakers in Australia with 17,578 people, nearly half the Spanish-speaking population of NSW. There is a significant difference in numbers between NSW and Victoria and the rest of the States. The aggregate Spanish-speaking population of Queensland, Western Australia, South Australia, the ACT, the Northern Territory and Tasmania is 11,994, which is even

[28] The statistical data on which this section is based distinguishes between people born in spanish-speaking countries and people who give Spanish as their main language. Hence in some cases there may appear to be a discrepancy in totals of SSB groups.

less than the number found in Victoria, and only 1,985 people more than the number in the Fairfield-Liverpool area.

National & State Totals	Persons	% Total Pop.	% Other Language Speakers
Australia	70,079	0.4	3.1
NSW	40,507	0.7	4.7
Vic	17.578	0.4	2.2
Qld	4,528	0.2	2.4
WA	3,054	0.2	1.7
SA	2,005	0.1	1.1
ACT	1,805	0.7	5.2
NT	381	0.2	0.9
Tas	221	0.1	1.0

Table 3.11
Spanish Speakers by State
Census 1986

State	Statistical Region	Persons	%Total Population	%Other Language Speakers
NSW	Fairfield-Liverpool	10,009	4.1	10.5
NSW	Inner Sydney	5,785	2.2	5.9
Vic	Western Melbourne	5,551	1.0	3.0
NSW	Eastern Suburbs	3,076	1.4	5.3
NSW	Illawarra	3,007	1.0	6.6
NSW	Central Western Sydney	2,995	1.2	4.4
NSW	Canterbury-Bankstown	2,936	1.0	3.0
Vic	Mornington Peninsula	2,890	0.7	4.3
Vic	Inner Melbourne	2,881	0.9	2.3
NSW	Inner Western Sydney	2,323	1.6	4.2
NSW	Blacktown - Baulkham Hills	2,074	0.7	4.5
NSW	St George - Sutherland	1,924	0.5	3.0
NSW	Outer S.W. Sydney	1,598	1.0	9.7
Vic	Southern Melbourne	1,587	0.5	2.0
Vic	Inner Eastern Melbourne	1,466	0.3	1.5
Vic	North Eastern Melbourne	1,431	0.4	1.3
NSW	Lower Northern Sydney	1,390	0.5	2.0
Qld	Brisbane City Outer Ring	1,104	0.3	3.5
Qld	Brisbane City Inner Ring	1,104	0.3	3.5
WA	North Metropolitan	718	0.2	1.8
NSW	Hornsby-Kuring-gai	718	0.3	3.0
WA	S. E. Metropolitan	700	0.3	2.8
NSW	Manly-Warringah	683	0.3	2.8
WA	S.W. Metropolitan	652	0.4	2.6
NSW	Outer Western Sydney	595	0.2	2.9
SA	Western Adelaide	566	0.3	1.1
Vic	Outer Eastern Melbourne	558	0.2	1.9
Vic	South Western Victoria	557	0.2	2.0

Table 3.12
Spanish Speakers by State and Region
Source: 1986 Census: 289-290.

Because of their urban background Latin Americans have settled in our main cities. Table 3.12 indicates that 10,009 Spanish-speaking people live in the Fairfield-Liverpool region of Sydney. This is a quarter of all Spanish speakers in NSW. Some communities have tended to cluster in specific suburbs. Chileans, for example, are concentrated in Fairfield, Botany and Campbelltown in Sydney and Springvale and the City of Melbourne. A great proportion of the Uruguayan community lives in Fairfield and the Western suburbs of Sydney. Argentineans tend to settle

in Fairfield and Botany in Sydney and Sunshine, Springvale, Oakleigh, Essendon, Broadmeadows and Keilor in Melbourne. Peruvians tend to be more scattered, as a high proportion of Peruvian women married other nationalities in the community. Salvadoreans have settled in Cabramatta and Mascot in particular (DILGEA in Senate 1991:1228-1232).

In NSW, Chileans, Uruguayans, Spaniards and Argentineans form the largest SSB groups as Table 3.13 shows.

Table 3.14 shows that the proportions in Victoria are different from those in NSW. Chileans are still the most numerous, followed this time by Spaniards, with the Argentineans and Uruguayans in a much smaller proportion.

In Victoria the SSB population is distributed as shown in Table 3.14.

Country	No. of Spanish Speakers born overseas	% of total population	% of total overseas born
Chile	10,673	0.2	0.9
Uruguay	7,543	0.1	0.7
Spain	7,285	0.1	0.6
Argentina	4,913	0.1	0.4
Peru	1,612	0	0.1
Other NEI	1,012	0	0.1
Colombia	956	0	0.1
Ecuador	845	0	0.1
El Salvador	671	0	0.1
Mexico	333	0	0
Total	35,843	0.7%	3.2%

Table 3.13
SSB Groups in NSW
Source: ABS 1987.

Country	No. of Spanish Speakers born overseas	% of total population	% of total overseas born
Chile	5,352	0.1	0.6
Uruguay	1,633	0	0.2
Spain	4,067	0.1	0.3
Argentina	3,043	0.1	0.4
Peru	379	0	0
Other NEI	457	0	0.1
Colombia	354	0	0
Ecuador	64	0	0
El Salvador	1,114	0	0.1
Mexico	132	0	0
Total	16,595	0.3%	1.6%

Table 3.14
SSB Groups in Victoria
Source: ABS 1991.

We can see that the distribution in Queensland is different again, Spanish occupying the first position, followed by Chileans and Argentineans. Obviously the Latin American population prefer other States to Queensland. The numbers are much smaller as shown in Table 3.15.

Country	No. of Spanish Speakers born overseas	% of total population	% of total overseas born
Chile	708	0	0.2
Uruguay	102	0	0
Spain	2,019	0.1	0.5
Argentina	411	0	0.1
Peru	105	0	0
Other NEI	249	0	0.1
Colombia	223	0	0.1
Ecuador	33	0	0
El Salvador	292	0	0.1
Mexico	82	0	0
Total	4,224	0.1%	1.1%

Table 3.15
SSB Groups in Queensland
Source: ABS 1991.

In Western Australia the numbers are much smaller as we can appreciate in Table 3.16.

Country	No. of SSB born overseas	% of total population	% of total overseas born
Chile	907	0.1	0.2
Uruguay	85	0	0
Spain	1,141	0.1	0.3
Argentina	337	0	0.1
Peru	89	0	0
Other NEI	201	0	0.1
Colombia	86	0	0
Ecuador	22	0	0
El Salvador	9	0	0
Mexico	48	0	0
Total	2,925	0.2%	0.7%

Table 3.16
SSB Groups in Western Australia
Source: ABS 1991.

In Western Australia, Spaniards form over a third of the SSB population, and Chileans just under a third.

Table 3.17 shows the distribution in South Australia.

Country	No. of SSB born overseas	% of total population	% of total overseas born
Chile	487	0	0.2
Uruguay	117	0	0
Spain	853	0.1	0.3
Argentina	261	0	0.1
Peru	57	0	0
Other NEI	145	0	0
Colombia	28	0	0
Ecuador	19	0	0
El Salvador	20	0	0
Mexico	36	0	0
Total	2,023	0.1%	0.6%

Table 3.17
SSB Groups in South Australia
Source: 1986 Census

In South Australia the Spaniards predominate, followed in a much smaller proportion by Chileans and Argentineans.

Table 3.18 reveals that the proportions in the ACT are very similar to those in South Australia.

Country	No. of SSB born overseas	% of total population	% of total overseas born
Chile	462	0.2	0.8
Uruguay	83	0	0.1
Spain	709	0.3	1.2
Argentina	181	0.1	0.3
Peru	50	0	0.1
Other NEI	47	0	0.1
Colombia	24	0	0
Ecuador	16	0	0
El Salvador	20	0	0
Mexico	34	0	0.1
Total	1,600	0.6%	2.7%

Table 3.18
SSB Groups in the ACT
Source: ABS 1991.

Table 3.19 shows the SSB numbers for the Northern Territory. Spaniards hold a great percentage of those numbers, followed by Chileans.

Country	No. of SSB born overseas	% of total population	% of total overseas born
Chile	95	0.1	0.3
Uruguay	15	0	0.1
Spain	126	0.1	0.4
Argentina	34	0	0.1
Peru	8	0	0.1
Other NEI	25	0	0.1
Colombia	10	0	0
Ecuador	2	0	0
El Salvador	20	0	0
Mexico	12	0	0
Total	347	0.2%	1.1%

Table 3.19
SSB Groups in the Northern Territory
Source: ABS 1991.

In Table 3.20 we see the very small numbers of Spanish speakers in Tasmania, with Spaniards and Chileans predominating, this time followed by Peruvians.

Country	No. of SSB born overseas	% of total population	% of total overseas born
Chile	55	0	0.1
Uruguay	7	0	0
Spain	70	0	0.2
Argentina	20	0	0
Peru	27	0	0.1
Other NEI	20	0	0
Colombia	8	0	0
Ecuador	2	0	0
El Salvador	20	0	0
Mexico	8	0	0
Total	199	0%	0.4%

Table 3.20
SSB Groups in Tasmania
Source: ABS 1991.

As we can see different States host different proportions of Spanish-speaking nationalities so that each State has a different community profile. It would be interesting to draw parallels between language loss or

maintenance on the basis of the population composition. As we mentioned before, future research on this area will hopefully fill in the gaps.

3.2.5 Interpreting and translation demand

The flow of SSB immigrants during the last decades has produced a big demand for interpreting and translation services in Australia. In the annual NAATI Directory, there are large numbers of these professionals accredited in Spanish at Level II and III. (See Table 3.21.)

According to the Ethnic Affairs Commission of NSW's Annual Report for 1990-1991, in that year alone they commissioned 1,371 interpreting assignments and 500 translations. Spanish is the fourth most popular of the languages requiring interpreters, being preceded by Vietnamese, Arabic and Chinese.

Level of accreditation	Translators	Interpreters	Total
Level II	206	178	384
Level III	151	171	322
Level IV	11	11	22
Level V	0	3	3
Total	368	363	731

Table 3.21
Numbers of Accredited Interpreters and Translators in Australia
Source: NAATI (1992).

3.3 Nature of the Spanish language in Australia

3.3.1 The image of Spanish in Australian society

Spanish has suffered from a major image problem in Australia. Spain immediately brings about the image of flamenco dancing and bullfighting. In the *Good Weekend* magazine accompanying the Saturday 10 October 1992 edition of the *Sydney Morning Herald* newspaper there was a full article dedicated to 'the blemish' of Spain (bullfighting) accusing Spaniards of keeping up barbaric habits. Alternatively we have the flamenco dancer in a display of passion that most Anglo-Saxons fail to understand, even if some find it captivating.

Latin America, on the other hand, is usually represented by a sleepy Mexican having a siesta under his huge hat. Sleepy and lazy, and violent of course: this Mexican is wearing a pair of guns under his poncho. These Latin American personal traits are topped off with the idea that Australia's former Treasurer warned Australia to shape up economically, lest we became a Latin American 'Banana Republic'.

These stereotypes are communicated to the Australian public by the national television networks through Latin American soap operas and Spanish tourism advertisements. Even SBS occasionally falls into the same trap. One of the commercial television stations actually sent a journalist to Spain before the Olympic Games in 1992, to get Australians

acquainted with the Spanish way of life. The show turned out to be a put-down of Spaniards from the very beginning when the compere stated:

> My itinerary clearly stated that I was to be picked up by my producer in a Mercedes. Perhaps it lost something in the translation.

(The name of the producer was Mercedes.) The show continued with constant humorous dismissive commentary about the Spanish lack of punctuality and casualness, using pejorative nicknames such as Manuel (from 'Fawlty Towers' - in the Spanish version of the program Manuel is a Mexican!) and Columbus Junior to refer to Spaniards. All this added to remarks about the monolingualism of the compere: 'The delay gave me the opportunity to polish my newly acquired second language ... my mastery of all tongues was clearly evident ...'. Such commentary for an important international event, the Barcelona Olympics, was derogatory and only served to encourage ethnic discrimination in Australia.

Another example was the speech of Nick Greiner, when, as Premier of NSW, he welcomed the visit of Juan Carlos, King of Spain. On that occasion trying to resort to some emotional link that united him to Spain, he mentioned that he had endearing childhood memories because his nanny had been Spanish. This remark not only reflected a complete lack of sensitivity towards the person he was addressing but also it clearly showed how caricatures - in this case the Spanish nanny - can be very detrimental to the public image of a language.

Fortunately the Olympic Games did a lot to correct this image of Spain. Australians, watching daily transmissions of the Games could occasionally appreciate the image of the new Spain, the modern, outgoing and happy Spain of the 1990s.

Perhaps part of the image problem has been contributed to by the SSB community itself, through the way they present themselves in Australia. Perhaps, the longing for their old customs and music make them present only the folkloric side of community life. Only in recent years have different Embassies representing the Spanish-speaking world in Australia organised film festivals (the Argentinean and Spanish film festivals), Book Fairs, and imported Spanish cultural activities such as the Cuban Ballet. These have helped reach a different kind of audience and shown the population at large the values and breadth of Hispanic culture.

We were all wondering how the celebration of the 500th Anniversary of the discovery of America was going to affect the image of Spanish in Australia. There were many Spanish Days organised across Australia in prestigious venues such as Darling Harbour in Sydney. Indeed the exposure that Spain has had through the Anniversary, the Olympic Games and Expo has awakened an interest in the region and the language. We can now see television advertisements using Spanish images and radio programs talking about different aspects of Spanish life.

The events in Spain have also coincided with a major restructuring of the governmental and economic systems in Latin America, as we shall see in Chapter 4. These changes created a new Australian interest in the region that was thoroughly explored through a Senate review of relations between Australia and Latin American countries. The publicising of this relationship (Senate: 1992) has brought about renewed interest, especially at business level. Latin American countries are experiencing economic recovery and Australia needs to take part actively in that new regional development.

We shall be watching with interest the reshaping of the Spanish and Latin American image in Australia, and hoping that the new perception is attractive enough to prompt more students to study the language. We would like to suggest that the communities of the different Spanish-speaking countries should promote the image of the Spanish language in Australia through a co-ordinated campaign to make the public at large aware of the importance of this language, community-wide and internationally.

3.3.2 Spanish as a community language in Australian society

Since the 1970s, the character of the Spanish language in Australia has been diverse and rich. SSB migrants coming from all parts of the world have brought to Australia a wealth of culture and language. Advanced Spanish classes for native speakers are very inspiring, as the lexical variety brought by the different nationalities never affects or interferes with comprehension. Spanish speakers learn from each other and enrich themselves gaining a wider perspective of their mother tongue.

Like all languages, the Spanish spoken in Australia is changing noticeably over time. The interference of the different regional accents and lexical varieties makes it more and more difficult to identify the nationality of the speakers. There is also English interference, especially with 'false friends', words that sound the same but have different meanings in the two languages. These problems occur, of course, in direct relationship with the number of years the speaker has lived in Australia and how much he/she interacts with other nationalities, or with English speakers, or is exposed to his/her own variety, through reading, travelling, etc.

3.4 Factors in language maintenance

There are various factors that contribute to language maintenance and shift, among the most important being time of immigration, attitude of the majority to the language and the group. Smolicks and Harris (1976:131-75) argue that unless language maintenance is supported by the education system, at least attitudinally, the existence of community languages is threatened.

Another contributing factor is numerical strength. This is evidenced by Spanish and Arabic speakers from Lebanon, who have experienced their lowest language shift in NSW, the State where they are most numerous. The highest use of English only in the home for Spanish speakers, is in Tasmania, where the group is least concentrated. We can safely say that strength in numbers of a specific language community in a specific State is accompanied by language institutions, available literature, and a certain 'visibility', which also help maintain that language (Clyne 1991:71-72).

3.4.1 Linguistic vitality in the Spanish-speaking community

According to Giles et al. many factors contribute to the ethnolinguistic vitality of a group, among them the distribution of the speech community, the way the host country perceives that community and the way the community perceives itself. These factors will often determine the rate of use of the ethnic language, the domains of use, and the cultural and other activities performed in the ethnic language.

More specifically, Giles et al. postulated that the vitality of a particular ethnolinguistic group could be measured by monitoring three categories of structural variables: status, demographic and institutional support variables.

The **status variables** are those that belong to the realm of the economic wealth of an ethnic community, to its social status, socio-historical prestige and the status of the language used by its speakers.

The **demographic variable** refers to the geographical distribution of the speech community, to the number of speakers, to the proportion of speakers compared with the rest of the population, and to whether or not the group still occupies its national territory. Demographic factors also refer to the birth rate, and patterns of immigration and emigration.

The **institutional support variable** refers to the extent an ethnic community enjoys representation in the various institutions of a community, region or country. It was suggested that the vitality of a language is related to the extent that an ethnic group can use its language, in the home, in the school, government, businesses, etc.

All of these variables affect the confidence and self esteem of the speakers and by extension the vitality of a language. The more status a linguistic community has, the higher the number of speakers in a region, the stronger the institutional support, and the stronger the ethnic identity held by a community, the stronger their ethnolinguistic vitality will be.

The status of the language may depend on a number of issues, such as its relevance in the world, the extent to which it is taught in schools, its phonetic structure relative to the host country's language and the culture(s) it represents.

The strength of the community's identity also depends on a number of factors. These include the extent to which a group identifies with its own cultural habits, the opportunities members have in their host country (Giles, Louw-Potgieter and Young 1986:253-267), and the way in which the different social context in which immigrants find themselves affects social identity and hence the language attitudes of the members of the group.

3.4.2 Fairfield (NSW) - a case study

The Fairfield (NSW) area was chosen for its high concentration of Spanish speakers to conduct a case study of its ethnolinguistic vitality. Obviously this concentration promotes language maintenance and helps the community to enforce its identity.

As we have remarked previously, very little research has been conducted on the Spanish language in Australia. There were no records of previous studies on the domains of language use of Spanish in Australia. We felt that, given time constraints, a case study would at least provide an impression of the larger picture. We are quite conscious of the limitations of this study and hope that this will be the beginning of a longitudinal research activity that allows for a more detailed understanding of the problem in future years.

Our study will present the best possible picture of the situation of Spanish in Australia since it was conducted in the area where the majority of Spanish speakers live. People of Spanish-speaking background who live in more isolated areas would inevitably have far fewer opportunities to maintain their language. However, we feel this study is valuable as the foundation of future research in the area.

As the 1986 Census indicated, Fairfield is the Local Government area with the highest number of overseas born residents in Australia and the highest concentration of Spanish speakers in the entire country. The data shows that 70,529 inhabitants, constituting 41.1% of its population, were born in a non-English speaking country. When taking into account the children of one or both parents born overseas, three in five people in Fairfield-Liverpool are of a non-English speaking background (Fairfield City Council 1987:3,4).

Of that total 10,009 are people with a Spanish-speaking background, constituting 4.1% of the total population of the area and 10.5% of LOTE speakers. The Fairfield-Liverpool region is the area with the highest concentration of Spanish speakers in Australia. In fact 27.8% of the Spanish-speaking population in Sydney lived in Fairfield-Liverpool in 1986. We can break down this figure between the different nationalities: 24.7% of the Argentine born population, 23.6% of the Chilean born population and 33.6% of the Uruguayan born population, nationwide, lived in the Fairfield area (Fairfield City Council 1987:14,21).

From December 1986 to June 1989, a total of 972 new SSB people arrived in Fairfield from Central and South America, one of the highest numbers of

newly arrived settlers. Based on the 1986 figure, it can be estimated that 10,981 SSB people lived in the area in 1989, allowing for births, deaths and departures. This figure was arrived at by adding the 1989 BIR new arrival figures to the 1986 Census figures.

The presence of the SSB population in the region is felt at all levels, especially in the commercial sector, where there is a large number of shops where Spanish is spoken and where Latin American and Spanish goods are sold.

To gain an understanding of the way Spanish speakers are perceived in the area by the host society some Anglo-Saxon Australians as well as Spanish speakers were interviewed. One of them was the Fairfield Council Multicultural Officer. She confirmed that Fairfield is one of the biggest Local Government areas in Australia and added that it is also the one that receives the highest number of new arrivals in Australia each year. According to her, the Spanish-speaking community is one of the most active and vocal communities in the Fairfield area: 'The Spanish speakers tend to come together in groups more than other migrants.'

She is of the opinion that Australians perceive Spanish speakers as a whole more favourably than other ethnic groups, mainly because of their similarity with the Australian population in many areas. She also believes that this favourable assessment is a result of the fact that no social problems are perceived within the SSB community and to the positive factor that Australians believe them to have 'a lot to offer culturally'.

She believes that the Spanish-speaking community has made an impact on the area through their vitality, which, according to her, is manifested in their many cultural activities and services which include theatre groups for adults and teenagers, art exhibitions, a Chilean cultural festival at the Fairfield Showground once a year, soccer clubs, Senior Citizens groups, informal groups, and a bilingual child care centre. Approximately 10% of the retail businesses are owned or served by Spanish speakers.

Among the other interviewees were retailers, the owner of a Spanish video library, the Council librarians and the director of one of the Spanish language papers. One of the shop assistants, in Confiteria Plaza, commented that the majority of the customers are Spanish speakers and expect her to speak Spanish: 'It is virtually taken for granted that the majority of the population in the area speak Spanish'. Spanish is widely used in preference to English, except where adolescents were concerned. Most of the interviewees seemed to agree on the fact that the SSB teenagers were the only age group that preferred to speak English rather than Spanish. In most shops the majority of the products are imported from South America or made here according to Latin American taste.

We examined the holdings of a number of shops and libraries, looking for language maintenance items such as books and videos. At Tutti Frutti Video Library we discovered a collection of 2,500 videos in Spanish from Spain and Latin America. The most popular videos are said to be comedy

and old action movies, the reason for this being that 90% of the customers are middle aged or elderly and do not speak any English. The old movies, unlike the modern ones, have a nostalgic appeal to them. The more recent videos were of variety music shows. The new films are not as popular as the old ones among the SSB population of the area.

At Fairfield Council Central Library (based in Cabramatta) we interviewed the Purchasing Officer who provided us with valuable information. There is a special budget allocated for ethnic books which is divided according to the community use of the facility. In the Cabramatta branch, Spanish comes third in popularity after Vietnamese and Chinese, whereas in the Fairfield branch, Spanish comes first. Their biggest collection of foreign language books is the Spanish one, with over 3,000 books distributed over their five libraries, constituting the most frequently borrowed of the foreign language books. There is a Multicultural Purchasing Co-operative organised through the State Library.

Although there is no policy for the purchase of material, the library tries to have a balanced collection of literature. However, their purchases are principally based on public demand. There is a selection of classical literature from Spain and Latin America, the majority being from Latin America, and some non-fiction and some educational books.

However, the borrowers are rarely teenagers, the majority, again, being the middle aged to the elderly. One possible explanation for the lack of teenage interest is that the library does not hold any HSC prescribed texts. According to the librarian, Spanish-speaking children tend to keep reading in their native language after they have acquired English, more so than children from other language backgrounds. This can be attributed to the parents' efforts to ensure that their children maintain their mother tongue.

The view that parents actively encourage language maintenance amongst their children is reinforced by the support given by Fairfield Council to a unique language maintenance program at the Canley Vale Bilingual Childcare Centre.

Another interesting development is *Aquí está* - the Spanish and English Business Directory published also in Fairfield. It contains a number of Spanish-speaking retailers and service providers (Paredes 1991).

In the area of sócial services, the Cabramatta Community Centre provides extensive support to the Spanish community. Two Spanish social workers and one case worker as well as Spanish interpreters are employed by this centre. The services provided by the centre are interpreting/translation, general advice, and social and leisure activities.

These activities are planned for various age groups - the elderly, the middle aged, youth and children. The activities include art and craft classes, theatre groups and folkloric dance groups to promote Spanish and Latin American culture.

There is a variety of community organisations and institutions we were unable to cover because of time constraints. Notable amongst these are the churches within the SSB community which are very active in the areas of community services and language maintenance.

It appears from the Fairfield study that the three variables affecting ethnolinguistic vitality can be rated positively. Demographically, the community members feel support in numbers which gives them confidence. Institutionally, they can find support in the area through the many Spanish-speaking service providers, and socially, they have been able to keep their culture alive through the different activities mentioned above. With regard to social status, economically they cannot be considered a wealthy group and neither can their countries of origin be regarded as such, which may count against their strength in identity. However, they seem to be well perceived by the host community and to pride themselves on the fact that they are well known for being 'culturally wealthy'. As for their efforts to maintain their language, not only are they borrowing videos and books in Spanish, but they are now instilling in their younger children and grandchildren a sense of cultural wealth, as evidenced by the statistics in borrowing of Spanish children's literature. The only age group which did not appear to fit the above descriptions, at least on the surface, is the teenage group, who, according to most interviewees, prefer English to Spanish. This group represents a stage of cultural insecurity, lack of identity, peer pressure and most importantly a desire to succeed in the community by conforming to the mainstream culture. Nevertheless, in our survey findings we will see that the situation is not so clear cut and that this age group, although preferring English to Spanish in some situations, can be said to have a strong Spanish/Australian identity.

From the above brief survey we concluded that Spanish speakers' ethnolinguistic vitality is high in the Fairfield-Liverpool area.

3.4.3 Language use survey in Fairfield-Liverpool

To confirm our general findings, we conducted a detailed survey covering areas such as domains of use, language maintenance and language proficiency of individuals in the Fairfield-Liverpool area. One hundred and fifty questionnaires were sent and administered to Spanish-speaking people (see Methodology for details), 122 of whom responded. Some 9.8% of the respondents fell in the 12-17 age bracket, 17.2% in the 18-25 bracket, 26.2% in the 26-40 bracket, 23.8% in the 41-60 bracket, 16.4% in the 61+ bracket and 6.6% did not disclose their age.

As Figure 3.4 shows, 46.7% of the people surveyed have lived in Australia from 11 to 20 years, which is quite a significant period. Despite this, the results show that the use of Spanish predominates in all domains. It can be inferred that the respondents arrived in Australia at various ages, from birth to over sixty. Later in our analysis we will look at the use of Spanish by the different age groups which will give a more

detailed picture. As a whole, judging from the high use of the Spanish language, the survey suggests a confident and vital community culture.

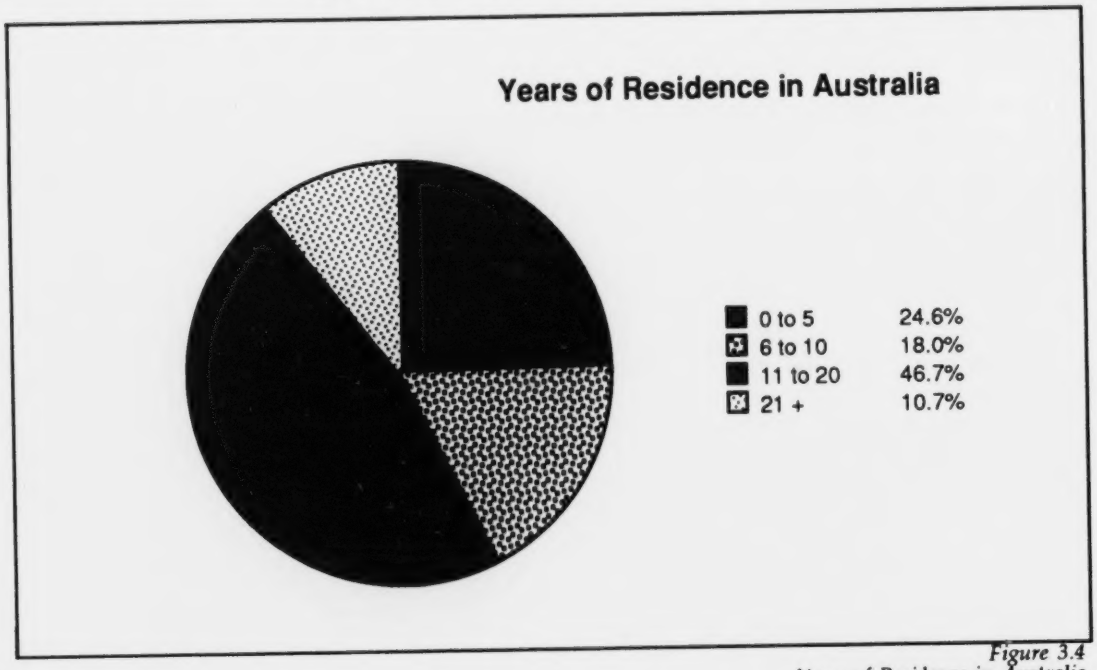


Figure 3.4
Years of Residence in Australia
Source: Spanish Profile survey - 1992

Levels of education

Level	No. of students	Percentage
Primary	35	28.7
Secondary	42	34.4
Tertiary	16	13
Other	16	13
None	52	43

Table 3.22
Studies Undertaken in Australia

Level	No. of students	Percentage
Primary	59	48.4
Secondary	48	39.3
Tertiary	18	14.8
Other	9	7.8
None	38	31.1

Table 3.23
Studies Undertaken in Country of Origin

Level	No. of students	Percentage
Primary	5	4
Secondary	1	0.8
Tertiary	3	2.5
Other	1	0.8
None	104	85.2

Table 3.24
Studies Undertaken Elsewhere

Tables 3.22, 3.23 and 3.24 give us an indication of the ages of arrival of the respondents. Some 34.4% of respondents underwent their secondary education in Australia and 39.3% underwent their secondary education in their country of origin. This means that our sample consisted of approximately the same number of people who had studied up to secondary level in either the Spanish-speaking country or Australia. Some 48.4% had completed their primary education in their country of origin and 28.7% in Australia. Those who had completed their primary and secondary schooling in Australia would obviously have a better command of English, and those who had completed their primary and secondary studies in their country of origin will obviously have a better command of Spanish.

A problem arises with those who completed their primary schooling in their country of origin and their secondary and even tertiary studies in Australia. It is difficult to know which would be considered their 'A' language. The following are the figures extracted from the respondents self evaluation of Spanish language proficiency.

	No. of students	Percentage
Currently Studying it	50	41
Studied it in the past	12	9.8

Table 3.25
Respondents Studying the Spanish Language

As Table 3.25 shows 41% of respondents currently study Spanish. This indicates that a significant number see the importance of the language and have an interest in maintaining and promoting it.

Understanding									
Perfect		Good		Fair		Poor		Nil	
No.	%	No.	%	No.	%	No.	%	No.	%
1	6	7	70	2	20	0	0	0	0
Speaking									
Perfect		Good		Fair		Poor		Nil	
No.	%	No.	%	No.	%	No.	%	No.	%
1	10	7	70	2	20	0	0	0	0
Reading									
Perfect		Good		Fair		Poor		Nil	
No.	%	No.	%	No.	%	No.	%	No.	%
1	10	5	50	4	40	0	0	1	10
Writing									
Perfect		Good		Fair		Poor		Nil	
No.	%	No.	%	No.	%	No.	%	No.	%
6	60	4	40	1	10	0	0	3	30

Table 3.26
Command of the Spanish Language by Age, Age Category 12 to 17

Table 3.26 deals with the teenage category. Only 10% answered they could not read Spanish at all and 30% they could not write it at all. All of them indicated they could understand and speak it to different degrees. Over half of the respondents chose the 'good' answer to describe their ability to understand and speak Spanish, 50% chose 'good' for reading and 40% chose 'good' for writing. Surprisingly 60% indicated they had a perfect command of writing skills. The average language

competence can be said to be 'good'. This is a pleasing result considering the age group and their years of residence in Australia.

Understanding									
Perfect		Good		Fair		Poor		Nil	
No.	%	No.	%	No.	%	No.	%	No.	%
12	57.1	9	42.9	0	0	0	0	0	0
Speaking									
Perfect		Good		Fair		Poor		Nil	
No.	%	No.	%	No.	%	No.	%	No.	%
10	47.6	10	47.6	1	4.8	0	0	0	0
Reading									
Perfect		Good		Fair		Poor		Nil	
No.	%	No.	%	No.	%	No.	%	No.	%
10	47.6	9	42.9	2	9.5	0	0	0	0
Writing									
Perfect		Good		Fair		Poor		Nil	
No.	%	No.	%	No.	%	No.	%	No.	%
9	41	8	36	3	14	1	4.5	1	4.5

Table 3.27

Command of the Spanish Language by Age, Age Category 18 to 25

Understanding									
Perfect		Good		Fair		Poor		Nil	
No.	%	No.	%	No.	%	No.	%	No.	%
24	65	12	32	1	3	0	0	0	0
Speaking									
Perfect		Good		Fair		Poor		Nil	
No.	%	No.	%	No.	%	No.	%	No.	%
24	65	11	30	1	3	1	3	0	0
Reading									
Perfect		Good		Fair		Poor		Nil	
No.	%	No.	%	No.	%	No.	%	No.	%
24	65	12	32	1	3	0	0	0	0
Writing									
Perfect		Good		Fair		Poor		Nil	
No.	%	No.	%	No.	%	No.	%	No.	%
23	62	11	30	2	5	1	3	0	0

Table 3.28

Command of the Spanish Language by Age, Age Category 26 to 40

Table 3.27 shows one of the age categories which may contain respondents who completed their primary education in their country of origin and their secondary education in Australia. Nevertheless, it is interesting to note that approximately 48% of them said they have an excellent command of Spanish in all skills and 42% said they have a good command of the language. This means that the level of proficiency in this group is high which may be indicative of an excellent language maintenance rate in native speakers who have arrived in Australia between the ages of approximately six and thirteen. Many of these would have a good command of English and would have adapted well in the new culture, having received part of their education in it. This age group is an essential one in the retention of the Spanish language and culture in Australia because this group is the one that is forming families in

Australia. It is ultimately up to them whether their children maintain their language and culture and whether their children will identify with either or both cultures.

Table 3.28 shows an important age group with regard to language maintenance for the reasons as stated above for the previous age group. We can clearly see a pattern emerging, the older the respondent the better command of Spanish he/she has. We can safely assume that this can be attributed to the country where most of their schooling was completed. With this age category, an average of 64% said they had an excellent command of the language and an average 31% said they had a good command. No-one ticked the 'nil' option for any of the skills.

Table 3.29 shows that the figures in this category do not on average differ significantly from the ones in the previous category. However in the understanding, speaking and reading skills, approximately 71% of respondents ticked the 'perfect' option, but only 57.5% ticked the same option when it related to writing skills. The figures in the 'good' option fell around the 30% mark which is very close to the 26-40 category. Some 6% of respondents in this category ticked the 'nil' option for reading and writing skills.

Understanding									
Perfect		Good		Fair		Poor		Nil	
No.	%	No.	%	No.	%	No.	%	No.	%
25	71	10	29	0	0	0	0	0	0
Speaking									
Perfect		Good		Fair		Poor		Nil	
No.	%	No.	%	No.	%	No.	%	No.	%
24	68.5	10	28.5	1	3	0	0	0	0
Reading									
Perfect		Good		Fair		Poor		Nil	
No.	%	No.	%	No.	%	No.	%	No.	%
23	66	11	31	0	0	0	0	1	3
Writing									
Perfect		Good		Fair		Poor		Nil	
No.	%	No.	%	No.	%	No.	%	No.	%
19	57.5	10	30.5	3	9	0	0	1	3

Table 3.29
Command of the Spanish Language by Age, Age Category 41 to 60

As shown in Table 3.30 the pattern breaks down with this age group. No longer does age knowledge of the language rise with age. This age group may have consisted mainly of migrants who entered the country under the family reunion scheme and who arrived in Australia at an advanced age, therefore having a limited knowledge of the English language. Nevertheless not everybody regarded themselves as having a perfect knowledge of Spanish, as might be expected. The explanation for this may be their limited education even in their own language, coming from a time when education was mainly for the privileged.

Understanding									
Perfect		Good		Fair		Poor		Nil	
No.	%	No.	%	No.	%	No.	%	No.	%
15	60	10	40	0	0	0	0	0	0
Speaking									
Perfect		Good		Fair		Poor		Nil	
No.	%	No.	%	No.	%	No.	%	No.	%
14	64	8	36	0	0	0	0	0	0
Reading									
Perfect		Good		Fair		Poor		Nil	
No.	%	No.	%	No.	%	No.	%	No.	%
14	61	9	39	0	0	0	0	0	0
Writing									
Perfect		Good		Fair		Poor		Nil	
No.	%	No.	%	No.	%	No.	%	No.	%
13	56.5	10	43.5	0	0	0	0	0	0

Table 3.30
Command of the Spanish Language by Age, Age Category 60+

Domains of Language Use

Males

Interlocutors	Spanish	English	Both	Not answered
When speaking to SS friends	36 (78.3%)	2 (4.3%)	2 (4.4%)	6 (13%)
When speaking to SS elderly	40 (87%)	0	1 (2.2%)	5 (10.9%)
When speaking to peers	34 (73.9%)	3 (6.5%)	3 (6.5%)	6 (13%)
When speaking to SS Shopkeeper	28 (60.9%)	10 (21.7%)	1 (2.2%)	7 (15.2%)
When speaking to SS Doctor	15 (32.6%)	24 (52.2%)	1(2.2%)	6 (13%)
When speaking to SS Lawyer	17 (37%)	19 (41.3%)	1 (2.2%)	9 (19.6%)

Females

Interlocutors	Spanish	English	Both	Not answered
When speaking to SS friends	55 (72.4%)	8 (10.5%)	11 (14.4%)	2 (2.6%)
When speaking to SS elderly	69 (90.8%)	1 (1.3%)	3 (3.9%)	3 (3.9%)
When speaking to peers	51 (67.1%)	11 (14.5%)	13 (17.1%)	1 (1.3%)
When speaking to SS Shopkeeper	54 (71.1%)	13 (17.1%)	5 (6.5%)	4 (5.3%)
When speaking to SS Doctor	26 (34.2%)	46 (60.5%)	1 (1.3%)	3 (3.9%)
When speaking to SS Lawyer	39 (51.3%)	28 (36.8%)	0	9 (11.8%)

Table 3.31
Domains Of Language Use by Sex
Source: Spanish Profile survey

As Table 3.31 shows, no significant difference can be seen between the use of language by either gender. This is not so, however in the use of language by age group, although the differences are not as marked as might be expected.

When speaking to Spanish Speaking friends

Age Group	Spanish	English	Both	Not answered
0 - 17	5 (41.7%)	2 (16.7%)	4 (33.3%)	1 (8.3%)
18 - 25	11 (52.4%)	4 (19%)	4 (19%)	2 (9.5%)
26 - 40	27 (84.4%)	3 (9.4%)	2 (6.3%)	0
41 - 60	26 (89.7%)	1 (3.4%)	0	2 (6.9%)
60 +	19 (95%)	0	0	1 (5%)

When speaking to Spanish Speaking elderly

Age Group	Spanish	English	Both	Not answered
0 - 17	9 (75%)	0	2 (16.7%)	1 (8.3%)
18 - 25	18 (85.7%)	0	1 (4.8%)	2 (9.5%)
26 - 40	31 (96.9%)	0	1 (3.1%)	0
41 - 60	27 (93.1%)	1 (3.4%)	0	1 (3.4%)
60 +	18 (90%)	0	0	2 (10%)

When speaking to peers

Age Group	Spanish	English	Both	Not answered
0 - 17	6 (50%)	2 (16.7%)	4 (33.3%)	0
18 - 25	4 (19%)	8 (38.1%)	6 (28.5%)	3 (14.3%)
26 - 40	26 (81.3%)	2 (6.3%)	4 (12.5%)	0
41 - 60	27 (93.1%)	1 (3.4%)	0	1 (3.4%)
60 +	19 (95%)	0	0	1 (5%)

When speaking to Spanish Speaking Shopkeeper

Age Group	Spanish	English	Both	Not answered
0 - 17	5 (41.7%)	4 (33.3%)	2 (16.7%)	1 (8.3%)
18 - 25	13 (61.9%)	4 (19%)	2 (9.6%)	2 (9.5%)
26 - 40	26 (81.3%)	4 (12.5%)	1 (3.1%)	1 (3.1%)
41 - 60	21 (72.4%)	5 (17.2%)	1 (3.4%)	2 (6.9%)
60 +	13 (65%)	3 (15%)	0	4 (20%)

Table 3.32
Domains Of Language Use
By Age Group

In Table 3.32 we can see that the use of Spanish predominates with almost all speakers, even by teenagers when speaking to shopkeepers, contrary to the impression of the interviewee Fairfield shopkeepers. In fact, 41.7% of that age group prefers Spanish to English when speaking to Spanish-speaking friends and 50% prefer Spanish to English when speaking to their peers, which is contrary to what might have been expected. Interestingly enough, the next age group, the 18-25 group is the only one with a higher percentage of English usage in any instance. Some 38.1% prefer English to Spanish and 28.5% use both languages when speaking to their peers.

One very important domain is that of the home and the family. Sankoff (1971) shows that interlocutors play a very important role in the choice of language use, even more than situation, topic, style and medium. This can be seen clearly in the results of the survey in Table 3.33.

At home alone, discussing a family matter

Age Group	Spanish	English	Both	Not answered
0 - 17	2 (16.7%)	1 (8.3%)	2 (16.7%)	7 (58.3%)
18 - 25	1 (4.8%)	3 (14.3%)	2 (9.5%)	15 (71.4%)
26 - 40	20 (62.5%)	5 (15.6%)	2 (6.3%)	5 (15.6%)
41 - 60	22 (75.9%)	2 (6.9%)	0	5 (17.2%)
60 +	12 (60%)	0	0	8 (40%)

At home with the children, discussing a family matter

Age Group	Spanish	English	Both	Not answered
0 - 17	4 (33.3%)	1 (8.3%)	0	7 (58.3%)
18 - 25	1 (4.8%)	1 (4.8%)	0	19 (90.5%)
26 - 40	19 (59.4%)	5 (15.6%)	1 (3.1%)	7 (21.9%)
41 - 60	18 (62.1%)	3 (10.3%)	3 (10.3%)	5 (17.2%)
60 +	12 (60%)	1 (5%)	0	7 (35%)

At home, discussing a film in English you've just seen

Age Group	Spanish	English	Both	Not answered
0 - 17	4 (33.3%)	1 (8.3%)	0	7 (58.3%)
18 - 25	1 (4.8%)	3 (14.3%)	2 (9.5%)	15 (71.4%)
26 - 40	18 (56.3%)	6 (18.8%)	3 (9.4%)	5 (15.6%)
41 - 60	20 (69%)	4 (13.8%)	0	5 (17.2%)
60 +	14 (70%)	0	1 (5%)	5 (25%)

At home, discussing a film in Spanish, you've just seen

Age Group	Spanish	English	Both	Not answered
0 - 17	4 (33.3%)	0	1 (8.3%)	7 (58.3%)
18 - 25	1 (4.8%)	3 (14.3%)	2 (9.5%)	15 (71.4%)
26 - 40	22 (68.8%).	5 (15.6%)	0	5 (15.6%)
41 - 60	22 (75.9%)	2 (6.9%)	0	5 (17.2%)
60 +	15 (75%)	0	0	5 (25%)

In the street where you can be heard

Age Group	Spanish	English	Both	Not answered
0 - 17	3 (25%)	1 (8.3%)	1 (8.3%)	7 (58.3%)
18 - 25	1 (4.8%)	3 (14.3%)	2 (9.5%)	15 (71.4%)
26 - 40	18 (56.3%)	6 (18.8%)	3 (9.4%)	5 (15.6%)
41 - 60	21 (72.4%)	2 (6.9%)	0	6 (20.7%)
60 +	14 (70%)	1 (5%)	1 (5%)	4 (20%)

In a street in Fairfield (NSW)

Age Group	Spanish	English	Both	Not answered
0 - 17	4 (33.3%)	0	1 (8.3%)	7 (58.3%)
18 - 25	1 (4.8%)	3 (14.3%)	2 (9.5%)	15 (71.4%)
26 - 40	18 (56.3%)	5 (15.6%)	0	9 (28.1%)
41 - 60	22 (75.9%)	2 (6.9%)	0	5 (17.2%)
60 +	16 (80%)	0	0	4 (20%)

Arguing at home

Age Group	Spanish	English	Both	Not answered
0 - 17	3 (25%)	2 (16.7%)	0	7 (58.3%)
18 - 25	1 (4.8%)	4 (19%)	1 (4.8%)	15 (71.4%)
26 - 40	20 (62.5%)	5 (15.6%)	2 (6.3%)	5 (15.6%)
41 - 60	22 (75.9%)	2 (6.9%)	0	5 (17.2%)
60 +	15 (75%)	0	0	5 (25%)

Arguing in the street

Age Group	Spanish	English	Both	Not answered
0 - 17	3 (25%)	0	2 (16.7%)	7 (58.3%)
18 - 25	2 (9.5%)	3 (14.3%)	1 (4.8%)	15 (71.4%)
26 - 40	20 (62.5%)	5 (15.6%)	2 (6.3%)	5 (15.6%)
41 - 60	18 (62.1%)	2 (6.9%)	0	9 (31%)
60 +	14 (70%)	0	0	6 (30%)

Table 3.33
Domains Of Language Use When Speaking To Spanish Speaking Partner By Age - In Frequencies And Percentages

In this instance it is the 18-25 age group who prefers the use of English when speaking to the Spanish-speaking partner.

At home alone, discussing a family matter

Age Group	Spanish	English	Both	Not answered
0 - 17	3 (25%)	0	1 (8.3%)	8 (66.7%)
18 - 25	1 (4.8%)	0	0	20 (95.2%)
26 - 40	19 (59.4%)	1 (3.1%)	1 (3.1%)	11 (34.4%)
41 - 60	15 (51.7%)	4 (13.8%)	3 (10.3%)	7 (24.1%)
60 +	15 (75%)	0	1 (5%)	4 (20%)

At home, discussing a school matter

Age Group	Spanish	English	Both	Not answered
0 - 17	4 (33.3%)	0	0	8 (66.7%)
18 - 25	1 (4.8%)	0	0	20 (95.2%)
26 - 40	16 (50%)	3 (9.4%)	2 (6.3%)	11 (34.4%)

41 - 60	12 (41.4%)	6 (20.7%)	4 (13.8%)	7 (24.1%)
60 +	13 (65%)	1 (5%)	1 (5%)	5 (25%)

In the street where you can be heard

Age Group	Spanish	English	Both	Not answered
0 - 17	4 (33.3%)	0	0	8 (66.7%)
18 - 25	1 (4.8%)	0	0	20 (95.2%)
26 - 40	15 (46.9%)	3 (9.4%)	3 (9.4%)	11 (34.4%)
41 - 60	15 (51.7%)	2 (6.9%)	3 (10.3%)	9 (31%)
60 +	14 (70%)	2 (10%)	1 (5%)	3 (15%)

In a street in Fairfield (NSW)

Age Group	Spanish	English	Both	Not answered
0 - 17	4 (33.3%)	0	0	8 (66.7%)
18 - 25	1 (4.8%)	0	0	20 (95.2%)
26 - 40	17 (53.1%)	1 (3.1%)	0	12 (37.5%)
41 - 60	16 (55.2%)	4 (13.8%)	2 (6.9%)	7 (24.1%)
60 +	16 (80%)	1 (5%)	0	3 (15%)

Arguing at home

Age Group	Spanish	English	Both	Not answered
0 - 17	3 (25%)	1 (8.3%)	0	8 (66.7%)
18 - 25	1 (4.8%)	0	0	20 (95.2%)
26 - 40	19 (59.4%)	1 (3.1%)	1 (3.1%)	11 (34.4%)
41 - 60	16 (55.2%)	2 (6.9%)	3 (10.3%)	8 (27.6%)
60 +	16 (80%)	0	0	4 (20%)

Arguing in the street

	Spanish	English	Both	Not answered
0 - 17	4 (33.3%)	0	0	8 (66.7%)
18 - 25	1 (4.8%)	0	0	20 (95.2%)
26 - 40	19 (59.4%)	1 (3.1%)	1 (3.1%)	11 (34.4%)
41 - 60	13 (44.8%)	2 (6.9%)	3 (10.3%)	11 (37.9%)
60 +	16 (80%)	0	0	4 (20%)

At home, discussing a private matter

Age Group	Spanish	English	Both	Not answered
0 - 17	4 (33.3%)	0	0	8 (66.7%)
18 - 25	1 (4.8%)	0	0	20 (95.2%)
26 - 40	17 (53.1%)	2 (6.3%)	2 (6.3%)	11 (34.4%)
41 - 60	17 (58.6%)	4 (13.8%)	1 (3.4%)	7 (24.1%)
60 +	17 (85%)	0	0	3 (15%)

Table 3.34
Domains Of Language Use When Speaking To Children By Age - In Frequencies And Percentages

However, as Table 3.34 demonstrates, when speaking to children the use of Spanish was far greater than the use of English in all age groups. In this instance the 18-25 age group did not indicate the use of English when speaking to their children in any domain. This clearly indicates that although they may feel more comfortable speaking to their partner in English, they make the effort to speak to their children in Spanish for the sake of language maintenance.

Language used with mother:

At home alone, discussing a family matter

Age Group	Spanish	English	Both	Not answered
0 - 17	7 (58.3%)	0	2 (16.7%)	3 (25%)
18 - 25	15 (71.4%)	0	3 (14.3%)	3 (14.3%)
26 - 40	13 (40.6%)	1 (3.1%)	0	18 (56.3%)
41 - 60	7 (24.1%)	0	0	22 (75.9%)
60 +	3 (15%)	0	0	17 (85%)

At home, discussing a school matter

Age Group	Spanish	English	Both	Not answered
0 - 17	8 (66.7%)	0	2 (16.7%)	2 (16.7%)
18 - 25	12 (57.1%)	3 (14.3%)	2 (9.5%)	4 (19%)
26 - 40	11 (34.4%)	0	0	21 (65.6%)
41 - 60	5 (17.2%)	1 (3.4%)	0	23 (79.3%)
60 +	5 (25%)	0	0	15 (75%)

At home, discussing a private matter

Age Group	Spanish	English	Both	Not answered
0 - 17	7 (58.3%)	0	2 (16.7%)	3 (25%)
18 - 25	15 (71.4%)	0	2 (9.5%)	4 (19%)
26 - 40	11 (34.4%)	1 (3.1%)	0	20 (62.5%)
41 - 60	6 (20.7%)	0	0	23 (79.3%)
60 +	3 (15%)	0	0	17 (85%)

In the street where you can be heard

Age Group	Spanish	English	Both	Not answered
0 - 17	8 (66.7%)	0	1 (8.3%)	3 (25%)
18 - 25	14 (66.7%)	1 (4.8%)	1 (4.8%)	5 (23.8%)
26 - 40	10 (31.3%)	0	0	22 (68.8%)
41 - 60	5 (17.2%)	1 (3.4%)	0	23 (79.3%)
60 +	4 (20%)	0	0	16 (80%)

At home talking about a relative

Age Group	Spanish	English	Both	Not answered
0 - 17	7 (58.3%)	0	2 (16.7%)	3 (25%)
18 - 25	16 (76.2%)	1 (4.8%)	0	4 (19%)
26 - 40	12 (37.5%)	1 (3.1%)	0	19 (59.4%)
41 - 60	6 (20.7%)	1 (3.4%)	0	22 (75.9%)
60 +	3 (15%)	0	0	17 (85%)

Language used with father:

At home alone, discussing a family matter

Age Group	Spanish	English	Both	Not answered
0 - 17	8 (66.7%)	0	1 (8.3%)	3 (25%)
18 - 25	13 (61.9%)	2 (9.5%)	1 (4.8%)	5 (23.8%)
26 - 40	10 (31.3%)	0	0	22 (68.8%)
41 - 60	5 (17.2%)	1 (3.4%)	0	23 (79.3%)
60 +	5 (25%)	0	0	15 (75%)

At home, discussing a school matter

Age Group	Spanish	English	Both	Not answered
0 - 17	7 (58.3%)	0	2 (16.7%)	3 (25%)
18 - 25	14 (66.7%)	1 (4.8%)	2 (9.5%)	4 (19%)
26 - 40	11 (34.4%)	2 (6.3%)	0	19 (59.4%)
41 - 60	7 (24.1%)	0	0	22 (75.9%)
60 +	3 (15%)	0	0	17 (85%)

At home, discussing a private matter

Age Group	Spanish	English	Both	Not answered
0 - 17	9 (75%)	0	1 (8.3%)	2 (16.7%)
18 - 25	14 (66.7%)	2 (9.5%)	1 (4.8%)	4 (19%)
26 - 40	9 (28.1%)	1 (3.1%)	0	22 (68.8%)
41 - 60	5 (17.2%)	1 (3.4%)	0	23 (79.3%)
60 +	4 (20%)	1 (5%)	0	15 (75%)

In the street where you can be heard

Age Group	Spanish	English	Both	Not answered
0 - 17	7 (58.3%)	0	2 (16.7%)	3 (25%)
18 - 25	16 (76.2%)	0	1 (4.8%)	4 (19%)
26 - 40	12 (37.5%)	1 (3.1%)	0	19 (59.4%)
41 - 60	7 (24.1%)	0	0	22 (75.9%)
60 +	3 (15%)	0	0	17 (85%)

At home talking about a relative

Age Group	Spanish	English	Both	Not answered
0 - 17	8 (66.7%)	0	2 (16.7%)	2 (16.7%)
18 - 25	15 (71.4%)	1 (4.8%)	1 (4.8%)	4 (19%)
26 - 40	10 (31.3%)	0	0	22 (68.8%)
41 - 60	5 (17.2%)	1 (3.4%)	0	23 (79.3%)
60 +	4 (20%)	0	0	16 (80%)

Table 3.35
Domains Of Language Use When Speaking To Parents By Age - In Frequencies And Percentages

Table 3.35 shows that the two younger age groups, which are the ones expected to be living at home with their parents and the ones with a better command of English, surprisingly enough use Spanish with their parents more than English. In fact the 12-17 age group does not use English with their parents at all. This may be due to the parental pressure to use Spanish only at home. Nevertheless it is remarkable to see that Spanish is the preferred language to address parents by the majority, in all age groups and in all domains.

At home where your parents cannot hear

Age Group	Spanish	English	Both	Not answered
0 - 17	4 (33.3%)	5 (41.7%)	1 (8.3%)	2 (16.7%)
18 - 25	3 (14.3%)	11 (52.4%)	3 (14.3%)	4 (19%)
26 - 40	13 (40.6%)	4 (12.5%)	1 (3.1%)	14 (43.8%)
41 - 60	7 (24.1%)	2 (6.9%)	0	20 (69%)
60 +	6 (30%)	0	0	14 (70%)

At home where your parents can hear

Age Group	Spanish	English	Both	Not answered
0 - 17	4 (33.3%)	3 (25%)	3 (25%)	2 (16.7%)
18 - 25	6 (28.6%)	5 (23.8%)	6 (28.6%)	4 (19%)
26 - 40	15 (46.9%)	3 (9.4%)	0	14 (43.8%)
41 - 60	7 (24.1%)	2 (6.9%)	0	20 (69%)
60 +	5 (25%)	0	0	15 (75%)

At home alone, discussing a family matter

Age Group	Spanish	English	Both	Not answered
0 - 17	5 (41.7%)	4 (33.3%)	1 (8.3%)	2 (16.7%)
18 - 25	7 (33.3%)	6 (28.6%)	4 (19%)	4 (19%)
26 - 40	12 (37.5%)	5 (15.6%)	1 (3.1%)	14 (43.8%)
41 - 60	8 (27.6%)	2 (6.9%)	0	19 (65.5%)
60 +	7 (35%)	0	0	13 (65%)

At home, discussing a school matter

Age Group	Spanish	English	Both	Not answered
0 - 17	4 (33.3%)	5 (41.7%)	1 (8.3%)	2 (16.7%)
18 - 25	5 (23.8%)	10 (47.6%)	2 (9.5%)	4 (19%)
26 - 40	12 (37.5%)	6 (18.8 %)	0	14 (43.8%)
41 - 60	7 (24.1%)	2 (6.9%)	0	20 (69%)
60 +	5 (25%)	0	0	15 (75%)

In the street where you can be heard

Age Group	Spanish	English	Both	Not answered
0 - 17	4 (33.3%)	4 (33.3%)	2 (16.7%)	2 (16.7%)
18 - 25	3 (14.3%)	6 (28.6%)	7 (33.3%)	5 (23.8%)
26 - 40	12 (37.5%)	6 (18.8%)	0	14 (43.8%)
41 - 60	8 (27.6%)	2 (6.9%)	0	19 (65.5%)
60 +	5 (25%)	1 (5%)	0	14 (70%)

In the street where you cannot be heard

Age Group	Spanish	English	Both	Not answered
0 - 17	4 (33.3%)	3 (25%)	3 (25%)	2 (16.7%)
18 - 25	4 (19%)	7 (33.3%)	5 (23.8%)	5 (23.8%)
26 - 40	14 (43.8%)	3 (9.4%)	1 (3.1%)	14 (43.8%)
41 - 60	8 (27.6%)	2 (6.9%)	0	19 (65.5%)
60 +	7 (35%)	0	0	13 (65%)

Table 3.36
Domains Of Language Use With Siblings By Age - In Frequencies And Percentages

Again we will concentrate on the younger age groups. As expected, Table 3.36 shows a higher percentage of respondents in these groups use English rather than Spanish when speaking to siblings where parents cannot hear them, 41.7% of the first group and 52.4% of the second group. When parents can hear them the use of Spanish slightly increases and it increases yet again when at home discussing a family matter. This shows that parental influence is significant. The use of English increases when discussing a school matter for obvious reasons. The interesting figures arise in the questions on language use in the street where others can and cannot hear them. With the 12-17 age group the distribution is even, 33.3% would use English and 33.3% would use Spanish whether they can or cannot be heard. This may represent an increase in confidence in culture and language in the younger generation as the Spanish-speaking community becomes more established; if so, it has wider implications. However in the 18-25 age group, only 14.3% would use Spanish in the street when others can hear them and 28.6% would use Spanish. Only 19% would use Spanish even when nobody can hear them and 33.3% would use English. This age group tends to prefer the use of English to Spanish when speaking to peers, partner and siblings but not to parents and children whereas all the other age groups tend to use Spanish in preference to English in all domains and with all interlocutors.

Language Maintenance

As Figure 3.5 demonstrates, the majority (83%) of respondents are married to another Spanish speaker. This is a significant factor contributing to the high use of the Spanish language and language maintenance in the home.

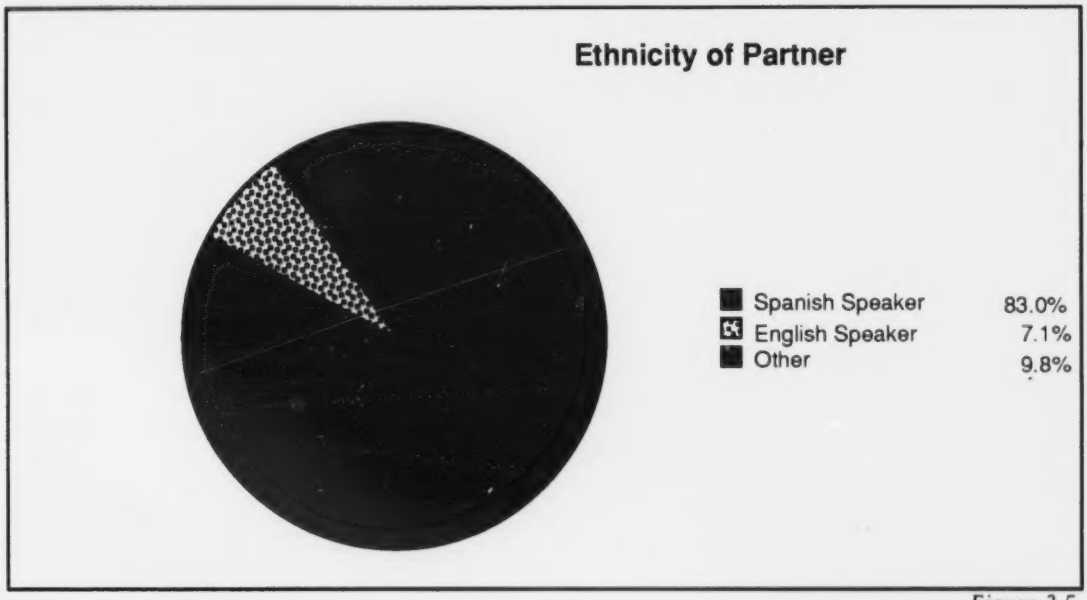


Figure 3.5
Ethnicity of Partner
Source: Spanish Profile survey 1992

Relative	No. of speakers	Percentage
Father	42	34.4
Mother	50	41
Siblings	61	50
Siblings in Law	44	36.1
Uncles / Aunts	33	27
Cousins	41	33.6
Grandmother	14	11.5
Grandfather	7	5.7
Mother in Law	19	15.6
Father in Law	15	12.3
Other	20	16.4

Table 3.37
Relatives in Australia
Source: Spanish Profile survey

One of the factors that contributes to language maintenance is evidently the opportunity to speak the language with members of one's own family, especially one's immediate family. As shown in Table 3.37 in our survey, only 34.3% reported having a father in Australia, 41%, a mother and 50% siblings. Despite the low percentages, the language maintenance rates still showed proved high.

However, Spanish speakers do not limit themselves to using their native language in the family domain only, they speak it in a wide range of domains.

	12-17	18-25	26-40	41-60	61 +
Spanish club	50	23.8	28.1	48.3	75
Spanish church	41.7	38.1	25	24.1	40
Spanish radio	50	57.2	78.2	72.4	100
SBS TV	66.7	66.7	90.6	93.1	90
Local Spanish paper	83.3	80.9	93.8	93.1	100
O/S Spanish paper	66.7	57.1	59.4	58.6	65
Spanish literature	91.6	61.8	87.5	82.7	80
Telephone 'home'	66.6	52.3	65.6	69	85
Write 'home'	41.7	66.7	78.2	79.3	85

Table 3.38

Use of Language Maintenance Resources by Age in Percentages
Source: Spanish Profile survey

In Table 3.38 again, the majority of the subjects answered favourably to the use of language maintenance resources. Two exceptions were use of Spanish in Spanish clubs and Spanish churches. At clubs only the 61+ age group preferred Spanish. At Spanish church all age groups preferred not to use Spanish. These two domains could have been expected to show a high level of Spanish use as a cohesive factor in maintaining levels of vitality in the Spanish community.

In the use of written Spanish, only the youngest age group showed a preference for using English to write home. This may be because their literacy skills in Spanish had not yet had time to develop to the level where they could write confidently in Spanish.

The figures for Spanish radio, SBS TV and local and overseas Spanish newspapers give us a good indication of the usefulness of these resources in the maintenance of the language. The fact that Spanish is the language of over twenty different countries with a strong tradition in literature and film could be said to be the reason for the high use of language maintenance resources in Australia. Spanish language films are a very important device because it can be safely assumed that Spanish-speaking children will be exposed to the films the parents watch in the home. These figures show us also that most keep contact with their country of origin, either through letter writing, telephoning or reading the newspapers, whether printed in Australia or in the country of origin.

3.4.4 The vitality of the Spanish language in Australia

In an attempt to have a rounded picture of the vitality of our language in Australia, we interviewed the Director of the Spanish Press, who is in charge of two Spanish papers, *Extra Informativo* and *Semana*. He perceives the role of the Spanish newspapers as highly important in the community to cover the events of Spain and Latin America which do not appear in the Australian press, to include community information and to provide information in Spanish for those who do not understand English. He was also aware of the ethnic press as a language maintenance device. In Table 3.39 we list the sales of Spanish language publications in Australia. Readership numbers could be expected to be higher than the numbers of papers sold.

Extra Informativo	24,000
Semana	14,000
El Español en Australia	17,000
The Spanish Herald	15,000

Table 3.39
Number of Publications Sold Weekly by the Spanish Press Australia-wide

In the Community Section of the newspaper each week an important/well known member of the Spanish-speaking community is interviewed. It also contains community related information about clubs, functions, festivals, etc.

To have a more focused picture of the nature of the community information presented in the Spanish press and gain a better understanding of the number of activities that the SSB community participates in weekly, we completed a small survey of another newspaper - *The Spanish Herald* - during four weeks in September/October 1992. As Table 3.40 shows, we found that nationwide the majority of these activities were either sporting (43.1%), social (35.4%) or cultural (15.4%) which gives the SSB community a high profile with a lot of time dedicated to social interaction with the members of the Spanish-speaking community.

State	Cult.	Social	Sport	Relig.	Recreat.	Total
NSW	15	20	2	2	2	41(70%)
Victoria	5	6	5	0	0	16(27%)
ACT	1	0	0	0	0	1(1.7%)
Total	21(37%)	26(45%)	7(12.1%)	2(4%)	2(4%)	58

Table 3.40
Numbers and Type of Activities in the Spanish Community

The majority of these activities take place in NSW, which is not surprising given that the bulk of the SSB population lives in that State.

Another important factor in indicating the vitality of a language is the number of books sold in that language. Angus and Robertson bookshops report that they import between 8,000 and 9,000 Spanish books a year. However this does not include dictionaries and encyclopaedias. Abbeys Bookshop and the Language Book Centre import between 10,000 and 12,000 Spanish books a year including reference books. This is a good indication of the Australian Spanish readers market.

Community organisations

There are four associations within the Spanish-speaking community in Sydney: the Spanish and Latin American Association for Social Assistance (SLASA), the Chilean Association, the Salvadorean Association and the Nicaraguan Association. These four associations receive financial support from the Department of Immigration, Local Government and Ethnic Affairs. These associations work together offering a co-ordinated service to the community. There are parallel associations in the other States.

SLASA was created in late 1978, as a result of the need of the Spanish-speaking community to have a central association that could provide information about welfare services and cultural activities, as well as serving as a lobby group for the Spanish-speaking community to secure Government assistance in community welfare.

The Association currently has four full-time workers and one part-timer. These workers are subsidised by both the Federal and State Governments. (Three are Grant-in-aid community development workers (Federal), the other two are provided by the Ethnic Affairs Commission of NSW and the Department of Community Services of NSW.)

SLASA has offices in five areas of Sydney: Campsie, Rockdale, Mt Druitt, Croydon and Cabramatta. All five offices offer advice over the telephone but only Croydon and Mt Druitt actually become involved in case work.

Most of the work carried out by SLASA consists of providing information to the Spanish-speaking community regarding the various services available to them. The association publishes a magazine *Convergencia* which touches on various current issues such as the immigration debate, as well as publishing community notices.

The Cabramatta and Croydon offices of SLASA at present are involved in a project to encourage self-help amongst unemployed members of the Spanish-speaking community. This project began in 1991 and is based on co-operatives. A group of between six and eight skilled unemployed people in the area of textiles/clothing manufacturing, for instance, may form a co-operative and work together. However, they do have to generate their own resources as they do not receive any funding. At present there are three functioning co-operatives: construction, printing and clothing manufacturing.

Now that we have gained an overall picture of the importance and vitality of the Spanish language within the Australian context in Chapter 4 we shall look at the importance of Spanish in the world, and its direct international implications for Australia.

4 SPANISH IN AUSTRALIA AND OVERSEAS

4.1 Overview

As we mentioned before, Spanish, the first language of over 300 million people, is the official language of Spain, one African country, and 19 Latin American countries across the Pacific. Between 1984 and 1986 Spanish overtook English in the Americas, and being one of the most widely spoken and fast growing languages in the world, it is predicted that by the year 2010 Spanish will overtake English worldwide and will become the second most widely spoken language in the world after Chinese. If on top of that we argue that Spanish is one of the Pacific Rim languages, we need to act rapidly to implement new programs that can take us into the twenty-first century with some degree of confidence to ensure that there will be enough Spanish speakers in Australia to cater for the economic needs of the future.

Spanish is also the language of many of the great writers of Western civilisation. Cervantes and his Quixote, García Márquez and his one hundred years of solitude are but a meagre example of the outstanding literature produced in Spanish. Some ten Nobel Prizes have been awarded to Spain or Latin America.[29]

4.2 The economic importance of the Spanish language

Spanish is a language of world trade, providing access to Spain, the Spanish American countries and increasingly to the Hispanic business communities in the United States (Ruiz 1990). Currently Spanish is one of the most important LOTEs in the United Kingdom and Germany. The promotion of Spanish by the Curriculum Council of England in the National Curriculum is one acknowledgement of its status. The importance assigned to Spanish emanates directly from the British and German perception that Spanish is extremely important as an international language.

Spanish will indeed become economically one of the most important languages in the twenty-first century. It is important in this respect that 76.1% of the Spanish-speaking population in the world is under the age of 40. This is a higher proportion even than that age group of China's population. Within the European context Spain is already one of the youngest developed countries in Europe (Spanish Embassy statistics 1991).

[29] The following are the dates and names of Spanish speaking Nobel Prize winners to date: 1990 Octavio Paz, Mexico; 1989 Camilo José Cela, Spain; 1982 Gabriel García Márquez, Colombia; 1977 Vicente Aleixandre, Spain; 1971 Pablo Neruda, Chile; 1967 Miguel Angel Asturias, Guatemala; 1956 Juan Ramón Jiménez, Spain; 1945 Gabriela Mistral, Chile; 1922 Jacinto Benavente, Spain; 1904 José Echegaray, Spain.

Because of the growth in the number of Spanish speakers a large proportion of consumers in the world will come from a Spanish-speaking country and will communicate in that language. If we recognise the importance of learning regional languages spoken in potential markets, we need only remember that Spanish is spoken by most Latin American countries and that Latin America lies only ten hours flying time away from Australia.

Latest statistics show that Australian investment in South America is significant and growing rapidly. The 1992 Report of the Senate Standing Committee on Foreign Affairs, Defence and Trade *Australia and Latin America* indicates that Australia must move quickly to develop closer economic ties with Latin America or risk missing the boat. The Committee argues that Latin America is where Asia was three decades ago: at the stage of economic take off. The Latin American Review Committee has found that proficiency in Spanish will help Australia to enter into new markets and will play an active and key role in the transformation of Australia.

According to Leal et al. (1991:3-4):

> There is a need for Australian society to access 'The power of ideas and language' if it is to interpret intelligently the times we are living through and aspirations and behaviour of other countries, especially those with which we have not traditionally had close relations ... . For such international access to be possible it will be necessary for Australia to improve its understanding, through language, of the non-English speaking countries of Europe, Asia, the Middle East and South America ... .

It is slowly beginning to be recognised that language training is an immediate economic necessity.

The Senate's submission to the Standing Committee on Foreign Affairs, Defence and Trade, has identified Latin America as a major trading partner:

> There is a significant chance that Latin America will emerge as a major area of international development over the next twenty years. Australia should take the opportunity now to improve its information about the region and to develop a position of co-operation with Latin countries (Senate 1991:393).

To devise strategies to achieve this goal, Australia would be wise to investigate its national language and cultural resources. Leal et al. (1991) noted the fact that for some years 'a strong sense of cultural identity has been developing in many parts of Latin America with the result that the use of English in trade and other contacts is often resisted' (Leal et al. 1991:16). Indisputably our own SSB immigrants constitute a valuable untapped language resource which can be put to use for trading with Spanish-speaking countries. Using these resources would achieve a better understanding of these potential trading partners.

However, until today the real international stature of Spanish-speaking countries has not been recognised in Australia. The Australian Government thrust in the Asian region and its emphasis on Asian languages has been detrimental to the development of interest and contacts with other regions and cultures. Ironically we talk about the importance of the Pacific region and we forget that across the Pacific lies Latin America, with its wealth of culture and language, and with an economy ready to take off.

4.2.1 The Australian Department of Foreign Affairs and Trade

The Department has a policy whereby their officers receive basic language training in Australia before commencing in-country language training. However, it is well known that until recently the knowledge of a language did not determine their overseas placement. Even more absurd is the commonly held view that they could not afford to have 'specialists' in one area lest they became too sympathetic to that country or culture. Also, not all new overseas placements were granted permission to undertake language training. It seems however that the situation is changing and knowledge of languages other than English is now given greater priority (Leal et al. 1991:28).

DFAT has recognised the international importance of Spanish. Spanish is among the seven languages, together with Arabic. Mandarin, Indonesian, Japanese, French and German, identified as key languages by the Department of Foreign Affairs and Trade. It is also among the most frequently offered languages, together with Chinese, French, German, Greek, Hebrew, Indonesian/Malay, Italian, Polish, Portuguese, Serbo-Croatian and Swedish (DFAT 1986).

Courses for other languages are arranged as required and depend on the availability of qualified tutors. If tutors are unavailable, then the officers are encouraged to attend courses conducted by TAFE or other institutions.

The courses generally run from four weeks to four months, full-time or part-time. The duration and intensity of tuition depends on a number of factors: the officers' existing language skills, their language requirements for the position at the overseas post, the availability of training funds and the Department's ability to release an officer from desk duties.

When the courses are offered on a full-time basis, they include at least three hours of tutor contact per day. The students are also expected to spend at least the same amount of time in private study. The resources available to tutors and students are textbooks, tapes, portable language laboratories and headphones.

There are two training venues for Spanish in Australia: the Language Training Agency in McEwen House, National Circuit, Barton, ACT; and the Centre for Continuing Education in the Australian National

University, ACT. The Spanish-speaking overseas posts are in Buenos Aires, Caracas, Kingston, Lima, Madrid, Mexico City and Santiago.

Spanish however does not feature yet as one of the six languages currently identified by Austrade as priorities - these languages are Chinese, Arabic, Japanese, Indonesian, German and French.

4.3 Economic importance of Spanish for Australia

As early as 1967 there was an original report, by R.F. Holt, on the use of LOTEs as a tool to promote international trade. He argued for the widespread teaching of nine languages at all levels of the Australian education system to improve Australia's economic competitiveness and international relations (Holt 1967: 28). The nine languages sound remarkably familiar: German, Italian, Japanese, Spanish, French, Chinese, Malay-Indonesian, Greek and Russian.

His rationale, quoted earlier, for promoting the learning of this variety of languages was as follows:

> There are a number of reasons for learning a language in any educational institution - not one! But the 'outstanding feature of recent trends in modern language teaching is the marked shifting of emphasis to the utilitarian aspect.' Not long ago language study was confined to the intellectual class. The key to the changed situation of the present is that: 'Distance is no longer a barrier between different nations and people's, but language, unhappily, still too often is' (Holt 1967:51, quoting UNESCO Education Abstract from 1961).

Following this line of thinking, in an effort to boost Australian export trade, the Federal Government in recent years has encouraged the identification and teaching of languages which would assist the country to break into new markets or consolidate the traditional ones. Trade languages were the subject of two recent reports.

Valverde in her report *Language for Export: A Study of the Use of Language and Language Related Skills in Australian Export Companies* to the Office of Multicultural Affairs, Department of Prime Minister and Cabinet (1990:46) found that Spanish is among the seven languages more commonly viewed by exporters as most in demand, with 7.8% of exporters holding that opinion. The most interesting aspect of this report is the comparison Valverde makes between the exporters' language needs and the language resources already available in this area of workforce.

In her report, Valverde shows that the export sector does not make good use of the language and language related skills of the migrants they employ. The main languages of the future according to the exporters

should be Japanese (29.1%), Chinese (26.2%), French (14.6%), Korean (11.7%), Spanish (7.8%), Bahasa Indonesia (5.8%) and German (4.9%). Given that the most commonly spoken languages by the multicultural pool of employees in those companies were in fact Chinese (25.4%), French (16.4%), German 14.9%), Italian (13.4%), Japanese (10.4%), Spanish (10.4%) and Tagalog (9.0%), it means that apart from Korean, Indonesian and Japanese, which is under-represented, most of the languages needed by the export sector are already present in their own multicultural pool of employees. Spanish is in fact spoken in 10.4% of the surveyed export companies, constituting an important future language trading resource (Valverde 1990:46-47).

Stanley, Ingram and Chittick in a earlier parallel report (1990) to ACCLAME arrived at a somewhat similar list of languages. They found the main trading languages were Mandarin, Japanese, Arabic, Indonesian, Korean, Thai, Spanish, German and French (Stanley et al. 1990:10 and 53). They list the same languages as Valverde, with the addition of Arabic and Thai, although the order of importance is different.

Spanish, included in both lists, thus seems to be perceived by business people as an important language for trade purposes. But given the Federal Government's emphasis on Asian languages (particularly Japanese) over other trade languages, Spanish does not appear to have reaped any great benefit in terms of enrolments. It will be interesting to see whether the Senate Review Committee on Latin America will make an impact on the way Australian businessmen perceive the importance of Spanish for our future economic development.

4.4 Trade patterns with Spanish-speaking nations

According to the Department of Foreign Affairs and Trade (see Table 4.1), Spain is Australia's 29th largest trading partner with a balance of trade of nearly $48 million in favour of Australia. In the Latin American context although Puerto Rico is in the 36th position, Argentina is the one that gives Australia a balance in its favour of over $50 million.

The Spanish Chamber of Commerce has been actively promoting business between the two countries. It publishes the quarterly business newsletter *Spanish-Australian Trade* and the *Business Newsletter* from Spain. Through these publications it promotes and encourages trade between Spain and Australia and Spain and the Asian region respectively. Taking advantage of the flow of tourism to Spain for the Olympic Games in 1992, the Madrid Chamber of Commerce and Industry set up the Office to Assist Businessmen in 1992 to provide information about Spanish companies and act as liaison between them and the foreign investors (Spanish-Australian Trade 1992, 22:11).

Country	Exports $'000	Exports % Share	Imports $'000	Imports % Share	Net Exports $'000	Total $'000	Rank
Spain	227,651	0.4	179,854	0.4	47,797	407,505	29
Puerto Rico	6,398	-	229,477	0.5	-223,079	235,875	36
Argentina	116,996	0.2	66,092	0.1	50,904	183,088	41
Mexico	85,635	0.2	85,632	0.2	3	171,267	42
Chile	54,793	0.1	36,194	3.5	18,599	90,987	50
Venezuela	17,148	-	17,790	-	-642	34,938	64
Panama	24,915	-	1,860	-	23,055	26,775	70
Peru	12,125	-	7,417	-	4,708	19,542	77
Colombia	9,433	-	8,507	-	926	17,940	79
Uruguay	2,723	-	5,909	-	-3,186	8,632	95
Ecuador	4,990	-	3,253	-	1,737	8,243	97
Costa Rica	224	-	2,071	-	-1,847	2,295	121
Guatemala	353	-	1,192	-	-839	1,545	129
Nicaragua	351	-	560	-	-209	911	138
Cuba	366	-	466	-	-100	832	141
El Salvador	43	-	777	-	-734	820	142
Bolivia	162	-	571	-	-409	733	145
Dominican Rep.	-	-	207	-	-207	207	158
Paraguay	103	-	26	-	77	129	165
Honduras	40	-	25	-	15	65	174
Equatorial Guinea	13	-	-	-	13	13	184

Table 4.1
Trade Between Australia and Spanish Speaking Countries
Source: Summary of Trade by Country, 1991, Central Statistics Section, DFAT.

As Table 4.2 shows the balance of trade has shifted slightly in favour of Spain:

Year	1987-88	1988-89	1989-90	1990-1991
Australian Imports*	190,176	208,279	217,670	204,420
Australian Exports**	280,029	195,100	222,951	196,797
Balance for Australia	+89,853	-13,179	+5.281	-7,623

** Value for Duty ('000 A$)*
*** Free on Board ('000 A$)*
Table 4.2
Spanish-Australian Trade Statistics
Source: Spanish-Australian Trade 1991 19:8.

This shift can be explained in the light of the entry of Spain into the European Community.

The composition of these exports and imports is very varied. While our main import from Spain is olive oil and pneumatic tyres, our main export is coal (not agglomerated), crustaceans and wool (Spanish-Australian Trade 1991 19:8).

As far as Latin America is concerned, the Report of the Senate Standing Committee on Foreign Affairs, Defence and Trade *Australia and Latin America*, and its Hansard Report, contains a wealth of information substantiating the regional importance of Latin America to Australia:

> Latin America produces 40% of the world's silver and 25% of the copper. Australia's major Spanish-speaking Latin American

> partners are Argentina, Mexico and Chile. Trade between Australia and Latin America grew from some A$393m. in 1980 to A$1346m. in 1989-90, but was still about 1.3% of Australia's world trade in that year. In 1990 Australian-Latin American trade flows were, however, greater that those with South Asia and about the same as those with Eastern Europe (Senate 1991).

The recent efforts by the Latin American countries to explore the development of a free trade area between North and South America will have enormous repercussions for Australia. The United States, Canada and Mexico began negotiations to establish in 1992 what would in population terms be the world's largest free trade zone - some 360 million people compared with Western Europe's 326 million. There is a clear need for a thorough examination of the implications of all of these developments.

Our participation in recent years in the Uruguay Round of multilateral trade negotiations in the context of the Cairns group had forged closer ties with the five Latin American members of the group. These are Argentina, Chile, Colombia, Uruguay and Brazil.

The Chamber of Commerce of NSW is of the opinion that efforts should focus on a number of Latin American countries which have a level of 'economic development similar to Australia' (Senate 1991:892) and 'with which Australia can form cultural, trade, investment and manufacturing pacts' (Senate 1992:115). The countries and areas of interest are Mexico (APEC), Argentina (rural), Brazil (commodities and manufactured exports), Chile (investment potential), and Uruguay (banking and rural) (Senate 1991:892).

We shall only look at the Spanish-speaking countries that have most potential for trading with Australia:

Mexico

The GDP of Mexico grew by more than 4% in 1991. The expansion in the Mexican economy has been described by ECLAC as 'impressive' and it seems that the largest increases have been registered in the services sectors and the Maquiladora (in-bond) assembly industries. ECLAC notes that the growth has been attributed to a 'plentiful inflow of capital, both in the form of direct foreign investment and capital repatriated; and, recent changes in government policies which have resulted in the liberalisation and deregulation of the economy and in the privatisation of public enterprises'.

In the submissions made to the Committee overwhelmingly favourable comments were made about Mexico (and similar comments were made in relation to Chile). DFAT said of Mexico :

> Mexico is entering a period of far reaching economic, political and social change, possibly greater than at any time since its revolution of the first decades of this century ... in a region where instability

and military coups have frequently characterised regional politics, Mexico has experienced an extended period of political stability (Senate 1991:45).

Austrade cites the structural changes of recent years as evidence of the Mexican Government's success at re-structuring the economy: modernisation of the productive system, restructuring of the financial sector, privatisation of previously nationalised banks, deregulation of foreign trade; and control of inflation.

Mexico is presently Australia's third largest partner in Latin America with a total trade of A$158.8 million in 1991. The trade balance is A$30 million in Mexico's favour (Senate 1992:64).

Argentina

The economic integration of Argentina, Brazil, Uruguay and Paraguay through the establishment of a common market, Mercosur, and the formation of the agricultural co-operation alliance, Conasur, between Argentina, Brazil, Chile and Uruguay, are general features of reformed Argentinean foreign policy.

Argentina is a resource-rich country with an economy based on a large agricultural export sector comprising 75% of export earnings. Argentina exports significant quantities of meat, wheat, grains, wool, sugar, fruit, wines and hides which have resulted in a GNP per capita of US$2,862 in 1988, the third highest in Latin America after Brazil and Mexico.

Chile

After 15 years of military control, Chile returned to democratically-elected government in March 1990, completing the cycle of major Latin American countries reverting to democracy.

Chile is a member of the Pacific Basin Economic Council (PBEC), became a full participant in the Pacific Economic Cooperation Conference (PECC) in May 1991 and has shown interest in the Asia Pacific Economic Cooperation (APEC) process.

Agriculture, fisheries and forestry exports have all increased substantially during the last two decades, so that the relative proportion of copper exports has been reduced from 80% to about 45%.

Chile has one of the best records in Latin America for complying with its foreign debt obligations and has managed to reduce its external debt, partly through debt swap mechanisms and rescheduling agreements, from 121.4% of GDP in 1985 to 64% in 1989. While use of the debt swap mechanism has greatly diminished, Chile's capacity to continue to deal with its external debt appears to be assured by the sustained strength of its economy and its continuing ability to attract foreign investment. The conducive climate for overseas investment resulted in record levels of foreign investment in Chile in 1991.

Uruguay

Australia's bilateral relationship with Uruguay has been described by DFAT as a 'useful but relatively modest one' (Senate 1992:67). The bilateral trade for the period 1990-91 amounted to only A$4.3 million, comprising a range of Australian manufactured articles and Uruguayan fish products. In 1991 Uruguay registered 2% growth after zero growth in the three preceding years, in the services sector, especially the tourism industry.

Australia's Trade Representation in Latin America

The Senate Committee argues that the negative stereotypes of Latin America no longer apply as the region is now experiencing economic growth. In fact the Committee goes so far as to argue that Latin America is where Asia was three decades ago.

In a Radio Australia interview with the Committee Chairman, Senator Graham Maguire stated that:

> Basically we believe on the Committee that Latin America is poised for economic take off early in the next century. We think that the removal of both military dictatorships and also outmoded economic policies are creating big opportunities in that region for rapid economic growth that will mean a big demand for imported products and Australia really should get in on the ground floor (Radio Australia, September 1992).

When questioned about the accuracy of those remarks, since both Latin America and Australia are primary exporters and exporters of minerals, he says:

> Well even so, there are big opportunities for Australian coal - for example, Mexico is about to embark on a very large program of building coal fired electric power stations to create electricity for industrialisation in Mexico. There is going to be a big demand there, as Mexico joins in the North America free trade association. So, big opportunities for coal both in Mexico and in South America. Also we believe there are a number of opportunities for commodities that we aren't pushing hard enough in the region like barley for example. In addition to that we think that Australia is just not making its mark with dairy products in the region. ...
>
> We believe that certainly Mexico should be a member of APEC in the near future. It's an economy with a rapidly growing rate of economic growth. Poised for economic take off. It's restructuring its trade towards the Pacific basin and we strongly believe that Mexico should be the next cab off the rank (Radio Australia, September 1992).

Senator Maguire has a very insightful view of the development opportunities available in this region.

He went on to explain that Australia's official trade representation in Latin America had been strengthened in recent times. The Committee was concerned 'by the pattern and scale of the representation' at the time they started the report. However during the course of the enquiry Australia's trade representation has improved enormously. Several offices have been relocated or opened in Latin America. The South American Austrade network is no longer run from Miami in Florida but more appropriately from Buenos Aires. They now have a Mining Attaché with specialist mining skills working in Chile, where there are massive Australian investments. Austrade is considering opening an office in Sao Paulo. Although Brazil is not a Spanish-speaking country this office will certainly improve relations with the entire region.

Another ABC program on the topic comments on investment opportunities:

In the past few years Australian companies have set up businesses to the value of $700,000,000 making Australia one of Chile's top five sources of investment and more is predicted.

> In Chile's remote and inhospitable Atacama desert BHP has one of the world's most profitable copper mines, Escondida. In Argentina BHP and others are exploring for oil. In Chile and Bolivia Australian accents are heard in mining camps as geologists look for bigger and richer mineral deposits than those back home. In Chile, New Guinea Mining, an Australian listed company has opened a gold mine and CRA and Australian Industries are setting up factories to produce mine related equipment. Chile is far and away the favoured choice of the new Australian mostly mining investment in South America (Hugo Armstrong Business Report, August 1992).

Future prospects are limitless. Even in the field of language education Professor Ingram, President of the AFMLTA, is of the opinion that:

> To date, no Australian institutions have targeted Latin America for the sale of ELICOS or other education services. However, there is evidence that despite (or because of) the US domination in this area, Australia could become a successful competitor (Senate 1991:1158).

Trade with Latin America will certainly increase in the near future and will acquire a completely different dimension. Professor Rodney Maddock from La Trobe University comments on one essential advantage of trade that Latin America has over any other region in the Pacific Rim:

> The advantages of common language, similar legal framework, and shared cultural and religious values mean that the set-up costs of doing business in Latin America are thus far less than in Asia (Senate 1991:399).

To substantiate these statements we shall now look at what Australian businessmen say about dealing with Latin America.

4.5 The opinion of the Australian business sector

The Government's perception is supported by the views of the Australian business community. Many Australian companies clearly believe that there is tremendous untapped potential to develop trade and transport links between Australia and the republics of Latin America. MIM Holdings Ltd from Queensland in its submission to the Senate Standing Committee states:

> Despite the efforts of the GATT to open up world trade, Australia and other small trading nations are tending to suffer from the development of larger blocks in Europe, North America and North-East Asia. There is, in this sense, a community of interest which should be exploited, between Australia and the Latin American republics, particularly those bordering on the Pacific Ocean. ...
>
> Australia's State education systems seem to be recognising the need for foreign language teaching, and efforts are being made to increase the availability of Asian Languages in our school. Traditional French and German are still taught, but very little Spanish and Portuguese. In this respect, Australian exporters suffer greatly vis-a-vis those from the United States where Spanish is a major second language.
>
> MIM believes that the teaching of Spanish in Australian schools should be receiving as much attention as the teaching of Asian Languages. This should proceed hand-in-hand with the development of Latin American cultural studies in Australian secondary and tertiary institutions (Senate 1991:1059).

It is encouraging to know that these businesses have already realised how important language skills are in foreign markets. Dr Don McKee, Director of the Julius Kruttschnitt Mineral Research Centre in Queensland, confirms this view:

> I think in reality we have to be better at speaking Spanish rather than expecting those people to be excellent at speaking English (Senate 1991:1142).

We are finally realising that we can not get by with English alone, which was the premise of the past.

Bob McCullock, another businessman operating in Latin America, has a mineral drilling business in Australia and another which specialises in drilling for water in Chile's desert. Both positive and negative factors have brought Bob McCullock to Chile. After the 1987 stock market crash he says small independent mineral explorers found it hard to get work. Latin America sounded like an attractive proposition and it has proved to be a profitable one as well: 'I've stayed 2 1/2 years because I believe there is a lot of potential in Chile for people like myself in the drilling industry' (Business Report August 1992).

The Australian Ambassador in Santiago de Chile, Mr Matthew Peake, commented that the main reason for Australia's mining interest in the region is 'the enormous richness of Chile's mineral wealth. Copper grades in Chile are substantially above those which Australian mining companies have been used to dealing with in Australia by and large and it makes the economics of it that much easier.' Secondly, he feels that Australia's interest in the region is 'not surprising because that is the area where Australian companies perhaps have most in common with Chile at the superficial level' (Business Report August 1992).

Obviously, the monetarist policies adopted under the dictatorship and carried on by the present government are beneficial to Australian investors. Ron Foster of a Queensland based company, Mount Isa Mines, went to Chile two years ago as a manager and has an active exploration program in the region. He also comments on the advantages of doing business in the region:

> Chile is a profitable country and certainly the current major mining corporations that are exploiting minerals in Chile are generally profitable. ... The labour rates are certainly lower than in Australia so that provided you have your productivity correct, you have an advantage here because of the lower labour rates (Business Report August 1992).

The above reports from practising Australian businessmen dealing with Latin America are valuable testimonies to encourage others to follow their path.

4.6 The 'Spanish for Business' questionnaire

4.6.1 The questionnaire

The main aim of this study was to identify the language needs of the export sector in Australia dealing with Spanish-speaking countries. For this purpose a questionnaire was designed by the Spanish Profile team.

The questionnaire was designed to encompass questions related to the volume and frequency of trade of Australian companies with Spanish-speaking countries; the type of goods and/or services exported; the language services (if any) used by the various companies and their attitude to using these services, whether they preferred to use language professionals or whether they would prefer to commission tailor-made language courses for their staff. In order to avoid ambiguities and thus make the survey easier for the respondents to answer, most questions were closed questions. However, there were some open-ended questions wherever opinions were required. The questionnaire consists of three sections.

Background Information
This section of the survey identifies the company, the type of service or product exported to Spanish-speaking countries (SSCs) and the volume and frequency of trade to SSCs (Q1 to Q5).

Language Use
This section aims at observing the language(s) used when dealing with SSCs; whether companies employ accredited interpreters and/or translators, and what forms of communication companies use, written or oral (Q6 to Q10).

Attitude to Language Courses
Question 11 is directed at eliciting information regarding the types of language courses companies would consider beneficial to their trade with SSCs. Questions 12 to 18 are directed at finding out whether in the past, delays or loss of business had been experienced as a result of communication difficulties, and whether hiring staff with language skills is considered an important issue by exporters.

One hundred questionnaires were sent by mail to the companies on our list with postage-paid envelopes for return upon completion.

4.6.2 Sampling procedure

The target population for this survey was the export sector, Australia-wide, currently dealing with SSCs. We obtained a current listing from Austrade of the 'Top 500' Australian companies exporting goods and/or services. We then selected from the list those companies that were indicated as exporting to SSCs. These were then entered into our database together with those exporters that did not appear in the Top 500 exporters but instead were listed in a 1991 list of exporters to Chile and to Argentina, supplied to us by the Banco de Santander.

A pilot study was conducted of 20 of these companies on our list: six companies from NSW, seven from Victoria, three from Queensland, two from South Australia and two from Western Australia. On the basis of the findings we later designed our questionnaire.

4.6.3 Findings

The findings were cross-tabulated. The results are divided into five sections: information about the sample, profile of companies, attitudes to language training courses for their staff, attitudes to the use of language professionals, and countries with which most business dealings are conducted

Information about the sample
In total, 57 companies completed the Spanish for Business survey. Table 4.3 below illustrates a tabulation of the distribution of the companies Australia-wide. It should be noted that four of the companies that answered the questionnaire did not answer question 1, that is, did not

specify name of company, hence we have no means of tracing the State where these are located.

State/Territory	No. of companies
NSW	17 (29.8%)
Victoria	17 (29.8%)
South Australia	9 (15.8%)
Western Australia	5 (8.8%)
Queensland	4 (7.01%)
ACT	1 (1.8%)
Not stated	4 (7.0%)
Total	57

Table 4.3
Distribution of Companies Australia Wide

Profile of companies
Of the 57 respondents, 27 (47.4%) stated that the volume of trade with SSCs was between 1% and 5%, whilst 14 (24.5%) stated that their dealings ranged from 6% to 80%, another 12 (21.0%) stated that they had no dealings with SSCs and the remaining four did not answer the question.

The fact that a significant percentage of respondents had no dealings with SSCs can be attributed to the fact that our list, compiled from information supplied to us by Austrade and the Banco de Santander, as well as by the Chambers of Commerce for Argentina, Chile and Spain, may not have been current as at 1992. The four respondents that did not disclose the percentage of trade with SSCs stated that they did not wish to reveal these figures.

Attitudes to language training by staff
Question 11 of our survey requested that respondents select the type of courses they considered beneficial in their dealings with SSCs. A choice of seven areas of language training was provided. Of the 57 respondents, 12 (21.0%) did not answer the question, five (8.8%) answered non-applicable and seven (12.2%) gave varying reasons for not selecting any of the areas. Table 4.4 illustrates the reasons given for not selecting any of the areas.

Reasons	No. of respondents
No short-term benefit in trying to track foreign languages	1 (14.3%)
Agent handles all	3 (42.8%)
Not necessary at this stage, have just begun dealings with SSCs	2 (28.6%)
The dealings with SSC was a one-off project	1 (14.3%)

Table 4.4
Reasons Given for Not Selecting Areas of Language Training

Although the numbers are small, trends can be discerned. From the seven respondents, 42% gave 'agent handles all' as a reason for not selecting any of the areas. It can be inferred from this that these companies have long-established business dealings with SSCs and that they have agents posted in the areas of main business flow, hence finding language training unnecessary for their staff based in Australia. The reason with the second highest response rate (28.6%) was 'not necessary at this stage, have just begun business dealings with SSCs', can be perceived as not a totally negative response. The answer can be attributed to the fact that the

company has just begun doing business in a virtually untapped market and until a business relationship is established with an SSC it is not considered appropriate to engage in any major commitment outside basic dealings.

A total of 33 (57.9%) respondents selected an area of language training and gave priority to the areas of training as listed in Table 4.5 below.

Areas of language training	No. of respondents
Cross-cultural briefings (etiquette, social customs, etc)	17 (51.5%)
Social skills (polite conversation, entertaining, etc)	16 (48.5%)
Survival skills (booking hotels, transport, etc)	13 (39.4%)
Language related to practical business skills (how to write formal letters, promotional material, faxes, telephone manner, etc)	20 (60.6%)
Language related to Spain and Latin America (socio-cultural, sociolinguistic language teaching)	10 (30.3%)
All of the above	3 (9.1%)
Other - product training	1 (3.0%)

Table 4.5
Major Areas of Language Training

The area of training selected by respondents as one that they would consider important and one that they would be interested in using if it were made available, was 'language related to practical business skills', which was chosen by 60.6% of respondents. It would seem from this that there is a possible niche for language training that needs to be catered for. The importance of this finding is that the export sector has identified this area as an important aspect of language training.

Attitudes to the use of language professionals

Question 9 of our survey was directed at finding out whether the export sector engaged the services of professional interpreters and/or translators to aid with business dealings. Responses to this question are illustrated in Figure 4.1 below. Of the 57 respondents to our survey, 31 (54.4%) stated that they never used professional interpreters and/or translators; 14 (24.6%) stated that they sometimes used the services of a professional translator; five (8.8%) stated that they used interpreters whenever they had overseas guests visiting; two (3.5%) of respondents stated that they often used professional interpreters and translators; and five (8.8%) respondents did not answer the question.

As is evident from the Figure 4.1, there is a tendency among Australian exporters to 'get by with English' in their dealings with non-English speaking countries. There seems to be a reluctance on the part of businessmen either to embark on language training for their staff or to use the services of professional interpreters and translators in their dealings with SSCs. Some 54.4% of respondents stated that they never use the services of professional interpreters and/or translators. Whilst only 3.5% of respondents stated that they often used interpreters and/or translators, this small proportion may be representative of those companies that are becoming aware of the need to open up to the world, of the importance of seeing other markets as customers and thus being in a position to do

business the way the customer expects. Indeed, the business world is highly competitive and Australia is not in a position to be inflexible.

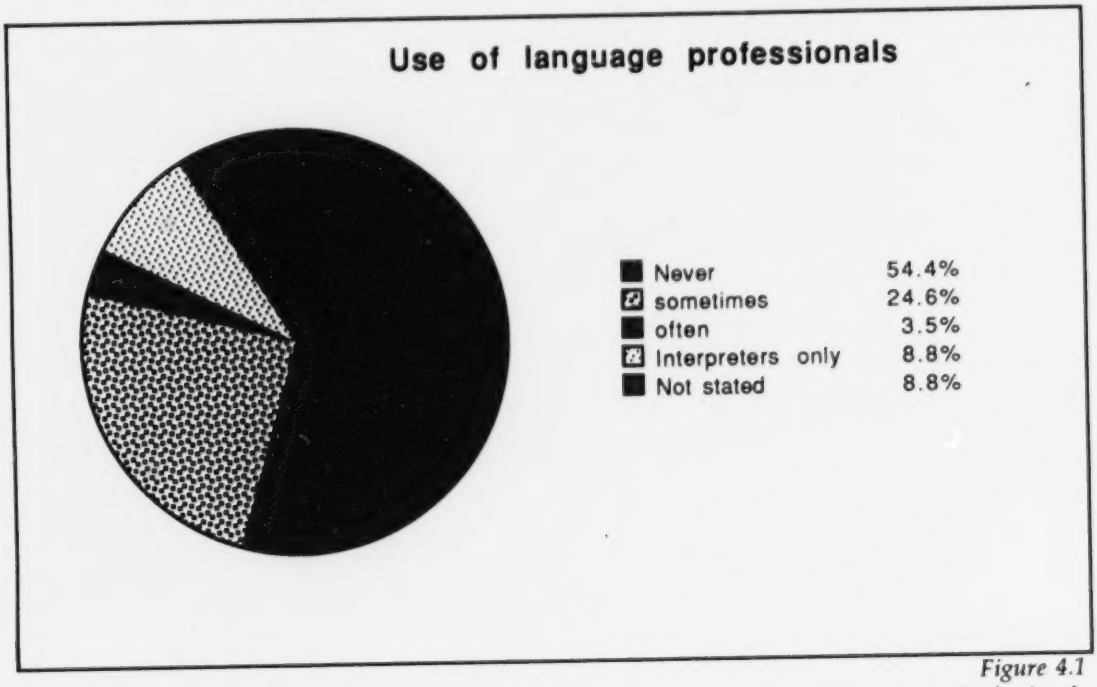


Figure 4.1
Use of Language Professionals

Countries with which most business dealings are conducted

Of the 57 respondents, nine (15.8%) did not answer the question, 23 (40.4%) stated that their business dealings were with Spain, 19 (33.3%) had business dealings with Chile and 17 (29.8%) exported to Argentina and the same percentage also exported to Mexico. The findings are illustrated in Table 4.6.

Country	No. of respondents
Spain	23 (40.4%)
Chile	19 (33.3%)
Argentina	17 (29.8%)
Mexico	17 (29.8%)
Venezuela	10 (17.5%)
Peru	7 (12.3%)
Uruguay	6 (10.5%)
Colombia	6 (10.5%)
Ecuador	6 (10.5%)
Bolivia	4 (7.0%)
Panama	4 (7.0%)
Costa Rica	3 (5.3%)
El Salvador	3 (5.3%)
Paraguay	2 (3.5%)
Guatemala	2 (3.5%)
Honduras	2 (3.5%)
Nicaragua	2 (3.5%)
Dominican Republic	1 (1.8%)

Table 4.6
Spanish-speaking Countries Business Dealings with Australia

Our findings illustrate the current situation of Spain and Latin American Spanish-speaking countries. Spain, since becoming a member of the EEC has become prominent in the international market. With the advent of democracy and economic changes in Latin America these countries have opened up for foreign investment. Table 4.6 clearly demonstrates that Chile, Argentina and Mexico are becoming more popular as prospective markets for Australia. This confirms the Senate Review perception of Australia's potential markets in the future and gives us hope that Spanish will become one of the most important languages in our trade relations (Senate 1992:10).

5 CONCLUSIONS AND RECOMMENDATIONS

Spanish is the first language of over 300 million people and the official language of 21 countries, thus embracing a great variety of cultures. It is a major and arguably 'the world's fastest growing language' (Leal et al. 1991:62). It is the mother tongue of more North, South and Central Americans than English (Crystal 1987:287). The United Nations estimated that between 1984 and 1986 Spanish overtook English in the Americas. In the United States alone there are approximately 20 million Spanish speakers. Twelve per cent of the European Community's population speaks Spanish, a sizeable proportion (Lo Bianco and Monteil 1990:79). It is foreseen that by the year 2000 Spanish will overtake English in number of native speakers and will become the second language in the world after Chinese.

Spanish was identified as one of the nine Key National Languages by the Australian National Policy on Languages (Lo Bianco 1987:125) and one of the three languages that are 'grossly under-represented in higher education' and are recommended for expansion by the report of Leal et al. on languages education in tertiary institutions (1991:168-169). However, as we have seen, its development as a major language available for study in Australia has been slow and uneven across the different sectors of our education system.

However, the importance of Spanish stems not only for the strength of the community living in Australia, but also from its international standing and its regional economic importance for Australia. Spanish is one of the most important languages in the United Kingdom and Germany. That importance emanates directly from the British and German perception that Spanish will become a key international language in the future.

Spanish, first introduced in Australia in the 1950s in the continuing education system, is currently being taught at all levels of formal and informal education and has consistently grown across the decades. Spanish has tended to be strongest in the Government system and has stayed in the top nine languages taught during the 1970s and 1980s, varying between sixth and ninth position (depending on the education sector).

Spanish has certainly grown since the arrival of SSB migrants from Latin America in the last two decades. Immigration had a big impact on the secondary system, where special programs had to be designed to cater for the needs of the native speakers. Those programs run mainly after hours, penalising the students for their advanced language skills, in complete disregard for the linguistic wealth that a proper mainstream language maintenance program could bring into the Australian economy.

After-hours programs such as those in the Victorian School of Languages should be reviewed in the light of the reports coming from mainstream schools. Although after-hours programs are filling the present gap, schools should take direct responsibility for LOTE offerings making them part of their mainstream program. Saturday programs are discriminatory and can only be considered a patch-up solution and should be seen as a stage in the implementation of LOTEs at all levels in education.

Governments should be made aware of the economics of multiculturalism. It is irrational to expend our budget training students in a language that they are unlikely to master, such as Chinese, when research has shown that we already have an untapped pool of people in Australia who could easily be retrained to serve the business community. These bilinguals not only have the necessary linguistic skills, but also the background knowledge to understand business deals and cross-cultural difficulties and facilitate transactions at international level.

At primary level the situation for Spanish has proved to be rather different. Although the majority of SSB children were in this sector in the 1970s, we found that children studying at this level were not background learners; quite the opposite. This clearly demonstrates that the interest in the Spanish language in Australia goes beyond the SSB community's needs. As we have demonstrated, Spanish is one of the languages where the proportion of native speakers is smallest, hence we can safely argue that the community at large is motivated to learn the language for other internal and external reasons. Hence the future of Spanish is not tied to language maintenance; it is also the Australian community at large that is attracted to the language.

Recently, however, some years after the growth following the launching of the National Policy on Languages, there are signs of some stagnation in some levels of the formal education system, particularly in the numbers studying Spanish in Year 12. It is impossible to know whether this trend is also evident in Spanish numbers in higher education because of the lack of comparable publicly available data. Some universities have suffered badly from a decline in numbers; others have new flourishing programs but no EFTSUs to accommodate the demand. Many complain that Asian languages, especially Japanese, are taking up the numbers and threatening the survival of long-standing programs.

When schools are making decisions about the implementation of new language programs, we need to remind the decision makers what the latest findings on teacher levels of LOTE proficiency are. Spanish has fared very well indeed in all surveys, demonstrating a high degree of language proficiency in its teachers. This is a major asset that needs to be publicised.

Spanish courses need to become more appealing at all levels. A wider use of in-country courses could attract more students with the promise of a stimulating overseas experience. For that purpose it is essential that we foster international student exchanges to facilitate arrangements and identify sponsors who can help minimise costs. AILASA could have a co-

ordinating role in this area. It is vital for all Australians to have such an experience to gain the global understanding that can help them shake off the natural insularity of attitude that prevails in our society.

In past years Spanish suffered from the negative image bequeathed by political turmoil in Spain and Latin American countries. Lately, statements such as the former Treasurer's warning that Australia could become 'a Banana Republic' have not helped to eliminate that view. Fortunately the last two years saw the Senate Review, a commendable initiative of Senator Maguire, produce a very impressive volume of information on the economic importance of Latin America as a region and Spanish as an economic language for Australia.

Recent World Bank figures confirm that Latin America is on its way to economic recovery. In 1991 total output grew by 3.0%, 'making the first time in four years that per capita income grew in real terms' (World Bank 1992:143). They also report that inflation rates have fallen in most Latin American countries and domestic investment in the region rose by about 4% in 1991. Also in 1991 'for the first time in several years, GDP growth in the region, at approximately 2.8%, exceeded population growth' (World Bank 1992:150). All indicators tell us that the entire region has an enormous potential for Australian business investment.

Although this Profile did not cover the importance of Spanish in Australian tourism it is anticipated that in this area there will be fast growth in the future. We have had a small but increasing influx of Latin American tourism in recent years that will no doubt expand as those economies strengthen. Family visits to resident migrants are the principal source of that tourism, providing an important resource to our economy. This factor has improved transport facilities with Spain and especially with Latin America, thus assuring direct flights for our business sector and bringing affluent tourism into Australia. In the Northern Territory, Spanish already occupies a position among the six most requested languages in oral and written services (Ranck 1990: 25 and 34-35).

In 1990-92 there has been some growth in student numbers in general. Although it is still too early to predict student trends for this decade, all indications show that numbers will increase, in some cases dramatically, due to the discovery of the economic importance of the Spanish language in Australia. After the Senate Review on Latin America was completed, at least one university - the University of Western Sydney - has introduced a Latin American option in their MBA (International Business) and is planning to have a Spanish language strand for their business students.

The popularity of Spanish has always been strong in NSW and Victoria, where, as discussed in Chapter 3, the majority of the SSB community lives, with smaller centres in the ACT, Queensland and South Australia.

We strongly believe that the main issue for growth in student numbers lies in a well co-ordinated promotion of Spanish.

5.1 Promotion

The experience of other language groups shows that the main factor for growth stems from community lobbying and Government support. It is essential to have an effective lobbying common front for Spanish. It is even more important to identify a number of allies and promoters that use policy effectively to maintain and expand programs. Spanish has the support of the Spanish Embassy but needs to have spokespeople in the upper circles of Federal and State Government to help it gain recognition and support at all levels. Governments need to understand the strategic importance of Spanish for the economic future of Australia and place it as a priority in the region. Without falling into a personality trap, we need to identify the promoters and activists to assist them in consolidating and expanding Spanish programs. We need to market Spanish more efficiently and find the key players who are going to commit themselves to this task.

Another factor that seems to be essential in the growth of LOTE programs is the existence of well trained enthusiastic teachers. One can have the best resources and the most adequate policies in place, but if we do not have teachers at all levels who are willing and able to take their commitment a step further, then the best programs can collapse.

Universities should take a leading role in promoting the Spanish language at Government level and within the business community to increase the cross-fertilisation and dialogue with these important and influential sectors of the community that can act as sponsors and advocates for Spanish. While we sympathise with the notion expressed by tertiary institutions that 'teaching commitments, research and community activities leave little time for the academics ... to develop other, community orientated initiatives, including publications' (Senate 1992:305), we feel that a lot more could be done given the proper stimuli. The University of Queensland publicity campaign did certainly produce outstanding enrolment figures and should be an experience to bear in mind in the future.

Universities should take a more active role in promoting the language at secondary level. The decentralisation of school education gives universities the opportunity to be influential in their own region and accomplish a much more effective outcome. Their role should also involve conducting empirical research in school programs to measure student and teacher needs and outcomes. It is from schools that tertiary institutions recruit the majority of their future students.

They should also try new avenues to introduce Spanish into Faculties other than Arts, and foster cross-servicing between universities. An excellent example of this is the new Bachelor of International Business that the French Department from the University of Queensland is running together with Queensland University of Technology, where students complete the business component in QUT and the language component in UQ. We need more vocationally oriented Spanish courses that can be useful for other non-language oriented professionals.

AILASA should engage in the promotion not only of Hispanic culture as such, but also and especially, in the promotion of the Spanish language as the medium through which culture is captured and transmitted. Language promotion should in fact be their first priority: without language no real doors can be opened into other cultures.

Perhaps we need to think in terms of making the learning of one LOTE compulsory at all levels. This is the path that has been adopted in Europe in general. Monolingualism is too embedded in Australian society to leave the learning of another language as an option. Our geographical location does not provide the student with a readily available experience of other languages or other cultures. Only those students living in contact with NESB people are able to have a different outlook in that respect, although it could be tarnished by prejudices against migrants.

5.2 Resourcing and distribution of funding

On funding, three issues raised by Leal et al. apply directly to Spanish: 'a perception in the community that priority for funding now goes almost exclusively to Asian languages'; the reliance on community funding of 'languages of lesser demand'; and the need to support small languages (Leal et al. 1991:46-7).

Funding is indeed a significant problem at all levels for Spanish. As we have seen it comes up at primary level, where the schools have to resort to Ethnic School funding or external sources; at secondary level, where Spanish is offered mainly through after-hours programs such as Saturday School; and at tertiary level, where the situation becomes more serious as lack of resources in this area have direct implications at all levels. Academics are forced to leave behind their leadership role to cope with the everyday reality of big teaching loads and poor resources. This situation is even more serious in newer universities that have the potential clientele for growth but are deprived of the appropriate EFTSUs to expand their programs. Funding for Spanish is still channelled mainly to older universities, although the student demand is now in the new institutions that offer a more vocational and job relevant approach to the language. More resources should be allocated to the new universities that have demonstrated a steady increase of enrolments to facilitate growth in the institutions that have the potential to do so. This should not impinge on the present funding for the older institutions, since the resources allocated to the Spanish language in Australia are so meagre that, as another academic put it, 'if all the expertise on Latin America in all Australia's universities were combined in one place they would not exceed those to be found in any of a number of universities in the US' (Senate 1992:304).

Interestingly enough, when some university has made the move to have co-operative arrangements with a neighbouring one, it has only encountered administrative hurdles on its way. DEET should seriously consider all these cases and take steps to rectify the situation.

DEET needs to establish accountability for those programs that are failing to attract students and force them to review their offerings and tailor them to the present needs of the student population. As the recent Senate Report on Latin America wisely put it:

> Pure research and scholarly studies are obviously an essential component of academic work. However ... to be relevant, scholarly research in the more esoteric fields must be balanced by studies of issues and subject with direct contemporary impact on the affairs and interests of the community (Senate 1992:304).

It is good to have intellectuals, it is even better to have - as Gramsci puts it - 'organic intellectuals' who can capture the needs of the community and speak for it.

AILASA should promote rationalisation of activities so that resources and fields of specialisation could be supported within particular institutions. Rather than cross servicing of academics, which has proven difficult in different universities, we should map out the areas of expertise and resources of each tertiary institution and arrange student exchanges in different semesters. It could indeed be an enlightening experience for the parochial outlook of our students.

This exercise could be far more productive than forcing academics to operate in a multi-campus situation, adding yet more demands to their already heavy work load. We should battle against the 'me too' syndrome where many departments try to reproduce on the cheap other successful programs. We cannot afford to duplicate resources in neighbouring institutions.

5.3 Recommendations

The following recommendations should be implemented as a matter of urgency:

1 A public awareness campaign should be conducted by the Government to promote the learning of LOTEs at all levels, with special emphasis on Spanish to counterbalance its past neglect and to recognise its national and international importance. The attitude to LOTE learning should change drastically and the Government needs to make an informed decision about its future. If Australia aspires to enter the 21st century as a leading nation we need to eradicate our embedded monolingualism: it is symbolic of parochialism and insularity.

2 LOTE learning should be compulsory at all levels of education. LOTEs should occupy a prominent position especially in secondary and upper primary education and be assigned the same timetable importance that subjects such as Maths and English enjoy. After-hours programs should be integrated into mainstream education. During the period of implementation universities should provide incentives to LOTE students in their selection procedures. LOTEs

should be part of Distinction courses for accelerated progression programs. LOTEs are an essential component of the educational experience of a 'smart country'. If we are to join the global economy we need the tools to facilitate opening international doors.

3 Governments should adequately fund existing and future LOTE programs at all levels and especially those innovative initiatives that can encourage and expand LOTE learning. Primary LOTE training should be set as one of our priorities.

4 Governments should offer scholarships to assist LOTE students to attend in-country courses. Universities and Departments of Education should facilitate international exchanges between Australian teacher training students and teachers and their native speaking colleagues overseas.

5 Language maintenance and retraining programs for Spanish bilinguals should be funded. We need to address the needs of the export sector of Australia. Our multicultural workforce is an invaluable untapped resource that needs to be exploited.

6 A network of Language for Export Centres should be established to look at and cater for the language needs of the Australian trading sector. The already established Language for Export Research Centre should be adequately funded so that its Spanish expertise can be used to its full potential.

7 DEET should fund the establishment of a Spanish Language Key Centre of Teaching and Research, specialising in research and design of new national Spanish curricula at all levels. This would follow directly from recent recommendations by Leal et al. (1991). The Centre would also act as a point of reference for teachers of all sectors and as a service provider of Spanish in-services.

8 An Hispanic Studies Council should be created. It should be modelled on other similar Councils and should comprise the executive members of the already established AILASA, key Government members, representatives of the business community, Chambers of Commerce and Commercial Delegations of Spanish-speaking countries. The main aim of this Council would be to foster links between educators, the trading sector and Government.

5.4 The future of Spanish in Australia

Professor Ingram, President of the AFMLTA, commented on the future of the Spanish language in Australia:

> Granted the status of Spanish, enrolments in Spanish should equal those in French and Japanese by the turn of the century. In saying that, I am illustrating the same off the top of the head planning

> that has tended to go on. I believe that one should look much more rigorously at the size of the community and at the potential developments that we would like to see over the next two decades (Senate 1991:1163).

We could not agree more that a co-ordinated plan should be implemented so that we can develop jointly the future of Spanish in Australia. This Profile should be just the beginning of a continuous dialogue between all parties.

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APPENDIXES

KEY LANGUAGES PROJECT - SPANISH
STEERING COMMITTEE

A.C.T.

Tertiary Education

Mr. Oscar Flores
Spanish Department
University of Canberra

Ms. Leonie Cottrill
Languages Department
University of Canberra

Spanish Embassy

Dr. Fernando Gomez Riesco
Education Attache

Spanish Teaching Program in Ausralia

Ms. Mar Alvarez
Advisor

New South Wales

Tertiary Education

Dr. John Brotherton
Spanish and Latin American Studies
University of New South Wales

Secondary Education

Ms. Alicia Medeiros
Fairfield High School

Primary Education

Ms Graciela Diaz
Cabramatta High School

Ms. Isabel Pena
Cabramatta High School

Catholic Education System

Mr. Juan Carlos Matto
Mary McKillop College

Open High School

Ms. Sonia Mrva-Montoya
Spanish COnsultant

TAFE Education System

Ms. Veronica Kaskalian
OTEN, TAFE

Private Sector

Ms Carol Waites
Institute of Languages
University of New South Wales

Business Sector

Ms. Africa Zanella
Banco de Santander

Queensland

Tertiary Education

Prof. James Brown
Queensland University

Ms. Soledad Gomez Cardozo
Dept, of Romance Languages
Queensland University

Department of School Education

Mr. John Hanah
QLD Department of School Education

South Australia

Tertiary Education

Dr. Martin Scurrah
The Flinders University of S. A.

Spanish Teaching Program in Australia

Mr. Jose Diaz
Languages & Multicultural Unit
Newton Primary School Campus

Victoria

Tertiary Education

Prof Roy Boland
Spanish and Portuguese Studies
La Trobe University

Mr. Alan Kenwood
Romance Languages, Spanish
Monash University

Secondary Education

Ms. Maria Dolores Vigano
Chairperson, Spanish Syllabus Committee

Private Sector

Ms. Sue Fullagar
Consultant

Spanish Teaching Program in Australia

Mr. Amable Martinez
Ministry of Education

Western Australia

Tertiary Education

Francisco Martínez
Spanish Department
Edith Cowan University

PRIMARY AND SECONDARY INSTITUTIONS TEACHING SPANISH

REG	TYPE	SCHOOL		SUBURB	POST
NSW MSW	PS	Ambarvale PS	Copperfield Drive	Ambarvale	2560
MW	PS	Blacktown West PS	Kildare Road	Blacktown	2148
MSW	PS	Bossley Park PS	Marconi Road	Bossley Park	2176
MSW	PS	Cabramatta PS	Cabramatta Road	Cabramatta	2166
ME	PS	Campsie PS	Harold Street	Campsie	2194
ME	PS	Eastlakes PS	Florence Avenue	Eastlakes	2018
MSW	PS	Liverpool PS	Bigge Street	Liverpool	2170
ME	PS	Matraville PS	Bunnerong & Beauchamp Rds	Matraville	2036
MSW	PS	Prairievale PS	Prairievale & Mimosa Rds	Bossley Park	2176
MSW	PS	Thomas Acres PS	Crisparkle Drive	Rosemeadow	2560
ME	PS	Waverley PS	155 Bronte Road	Waverley	2024
ME	PS	Punchbowl PS	Cnr Canterbury Rd & Rossmore Ave	Punchbowl	2196
MW	PS	Plumpton PS	Bottle Road	Plumpton	2761
SC	PS	Coniston PS	Auburn Street	Coniston	2500
SC	PS	Wollongong PS	Church Street	Wollongong	2500
ME	PS Cth	St Jospeh's Primary	8 Wilson Avenue	Belmore	2192
ME	PS Cth	St Agnes Primary	Bunnerong Road	Matraville	2036
MW	PS Cth	St John's Primary	12 Alice Street	Auburn	2144
MSW	PS Cth	Sacred Heart Primary	Gilmore Street	Cabramatta	2166
ME	PS Cth	Our Lady of the Annunciation	Donovan Avenue	Pagewood	2035
MSW	PS Cth	St Mary's Primary	40 George Street	Liverpool	2170
ME	HS	South Sydney H S	Paine Street	Maroubra	2035
MSW	HS	Cabramatta H S	Aladore Avenue	Cabramatta	2166
MSW	HS	Canley Vale HS	Prospect Road	Canley Vale	2160
MSW	HS	Fairfield HS	The Horsley Drive	Fairfield	2165

REG	TYPE	SCHOOL	ADDRESS	SUBURB	POST
MSW	HS	Westfields HS	Hamilton Road	Fairfield West	2165
	HS	Nelson Bay High	Hardy St	Nelson Bay	2315
	HS	Orange High	Woodward St	Orange	2800
	HS	Waratah High	Turton Rd	Waratah	2298
	HS	Correspondence School	52 William St	Kings Cross	2011
MSW	HS	Bossley Park HS	Prairievale Road	Bossley Park	2176
SC	HS	Smiths Hill HS	Gipps Street	Wollongong	2500
MSW	HS	Prairiewood HS	Prairievale Road	Wetherill Park	2164
MW	HS	Colyton HS	Carpenter Street	St Mary's	2760
ME	HS Cth	McKillop Girls' HS	39 Croydon Street	Lakemba	2195
MSW	HS Cth	Freeman Catholic High	Mount Street	Bonnyrigg	2177
MSW	HS Cth	All Saints Catholic Senior High	Leacock's Lane	Casula	2170
MSW	HS Cth	Mary McKillop College	Locked Bag 64 PO	Smithfield	2164
MSW	HS Cth	St Mary's Girls High	Bigge Street	Liverpool	2170
ME	HS Cth	Our Lady of the Sacred Heart College	2 Kensington Road	Kensington	2033
MN	HS Cth	St Augustine's College	Alfred Road	Brookvale	2100
ME	HS Cth	Our Lady of Mercy College	62-66 Dominic Street	Burraneer Bay	2230
	HS	Ashfield Boys High			
MN	Indpnt	Redfield College	855 Old Northern Road	Dural	2158
ME	Indpnt	International Grammar School	508 Riley Street	Surry Hills	2010
MN	Indpnt	Australian International Independent School	110 Talavera Road	North Ryde	2113
VIC	PS	Ascot Vale West Primary Sc.	Langs Rd	Ascot Vale	3032
VIC	PS	Clayton South Primary Sc.	539 Clayton Rd	Clayton Sth	3169
VIC	PS	Debney Meadows Primary Sc.	Victoria St Tel.:(03)376 1570	Flemington	3031
VIC	PS	Serpell Primary Sc.	Tuckers Rd (Cnr Burleigh Drv)	Templestowe	3106
VIC	PS	Springvale West Primary Sc.	Erica St	Springvale West	3171
VIC	Indpnt	Chairo Christian Sc.			
VIC	Indpnt	Melton Christian Academy			
VIC	HS	Hobson's Bay Secondary College		Albert Park	3206
VIC	HS Cth	St Aloysius College	52 Brougan Street	North Melbourne	3051
VIC	HS Cth	Sacre Coeur Secondary College		Melbourne	3001
VIC	PS	North Melbourne Primary School		North Melbourne	3051
VIC	PS	Sacred Heart Primary School	107 William Street	Fitzroy	3065
VIC	PS	Christ the King Primary School	Riley Court	Braybrook	3019

REG	TYPE	SCHOOL	ADDRESS	SUBURB	POST
VIC	PHS	Debney Park Secondary Coll.	169-175 Mount Alexander Rd	Flemington	3031
VIC	PHS	Footscray City Secondary Coll.	Wembley Ave	Spotswood	3015
VIC	PHS	Footscray Girls Secondary Coll.	Wembley Ave	Spotswood	3015
VIC	PHS	Kurunjang Secondary Coll.	Elgar Rd	Box HN	
VIC	PHS	Maribyrnong Secondary Coll.	River Street	Maidstone	3012
VIC	PHS	Springvale Secondary Coll.	Sandown Rd	Springvale	3171
VIC	PHS	Wantirna Secondary Coll.	Harold St	Wantirna	3152
VIC	PHS	Westall Secondary Coll.	Rosebank Ave	Clayton South	3169
SA	PHS	Adelaide High	West Terrace	Adelaide	5000
SA	PHS	Golden Grove High	Surrey Farm Dr	Adelaide	5000
SA	PHS	Paravista High	Wright Rd	ParaVista	5093
SA	PS	Coorara Primary Sc	Taylors Ave	Mrph Vale	
SA	PS	Largs Bay Primart Sc	215 Fletcher Rd	Largs Bay	5016
SA	PS	Darlington Primary Sc	White Cres.	Seacombe Gardens	5047
SA	PS	McRitchie Crescent Primary			
SA	PS	Paravista Primary Sc	Montague Rd	Para Vista	5093
NT	PS	Jingili Primary Sc	Jingili Terrace	Darwin	0800
NT	PHS	Casuarina Secondary College	Trower Rd	Casuarina	0810
TAS	HS	Elizabeth College			
QLD	PS	Mooloolah State School			
QLD	PS	Beerwah State School			
QLD	PS	Teacherster State School			
QLD	PS	Landsborough State School			
QLD	PS	Beerburreum State School			
QLD	PS	Glasshouse Mountains State Sc			
QLD	PS	Raceview State School			
QLD	HS	Beerwah High School			

TERTIARY INSTITUTIONS TEACHING SPANISH

NAME	ADDRESS	CONTACT
ACT		
The University of Canberra	Box 1, Belconnen, ACT,2616	Oscar Flores
NEW SOUTH WALES		
The University of NSW	P.O BOX 1, Kensington, NSW 2033	Dr John Brotherton
The University of Sydney	Parramatta Rd, Camperdown	Carmen Moore .
The University of Western Sydney, Macarthur	P.O BOX 555, Campbelltown NSW	Dr. Estela Valverde
The University of Wollongong	P.O BOX 1144, Wollongong 2500	Prof. Brian Maloney
QUEENSLAND		
The University of QLD	St. Lucia QLD 4067	Dr. James Brown
SOUTH AUSTRALIA		
The Flinders University of SA	Bedford Pk, South Australia 5042	Dr. Martin Scurrah
The University of Adelaide	North Terrace, Adelaide 5000	(as above)
VICTORIA		
Deakin Univ.- Toorak Campus	336 Glenferrie Road, Malvern, Victoria 3144	Adolfo Gentile
La Trobe University	Bundoora, Victoria 3083	Prof Roy Boland
Monash University	Clayton, Victoria 3168	Allun Kenwood
Victoria Univ. of Technology	P.O BOX 315 St Albans VIC 3021	Leticia Worsley
WESTERN AUSTRALIA		
Edith Cowan University	Mount Lawley Campus, St Mount Lawley WA 6050	Francisco Martínez

Institutions offering Spanish Continuing Education

INSTITUTION	DEPARTMENT	ADDRESS	SUBURB	P/C
1.University of Sydney	Department of Modern Languages	Rm S325, Woolley Building (A20)	Sydney	2006
2.University of Sydney	Centre for Continuing Education	The Mackie Building, Arundel Street, Forest Lodge	Sydney	2006
3University of NSW	Institute of Languages	Building 1, 22 King Street	Randwick	2031
4.University of NSW	History (Faculty of Arts)	PO Box 1	Kensington	2033
5.University of NSW	Spanish & Latin American Studies (Faculty of Arts)	PO Box 1	Kensington	2033
6.Uni of Western Sydney Macarthur	School of Ed & Language Studies	2 Bullecourt Avenue	Milperra	2214
7.Uni of Western Sydney Macarthur	School of Ed & Language Studies	PO Box 555	Campbelltown	2560
8.Macquaire University	Continuing Education Program School of Modern Languages		North Ryde	2109
9.Uni of Wollongong	Dept of European Languages, (Spanish Teaching Program)	PO Box 1141	Wollongong	2500
10.Uni of Western Australia	Extension Service		Perth	6000
11.Australia National Uni	Centre for Continuing Education		Canberra	2600
12.James Cook Uni of N Qld.	Institute of Modern Languages		Townsville	4811
13.Uni of Queensland	Institute if Modern Languages		St Lucia	
14.La Trobe University	Language Centre		Melbourne	3000
15.University of Adelaide	Office of Continuing Education		Adelaide	5000
16.TAFE Information Centre	Languages	849 George Street	Railway Square	2000
17.TAFE Bankstown	Languages	500 Chapel Road	Bankstown	2200
18.TAFE Dover Heights	Languages	Blake Street	Dover Hghts	2030
19.TAFE Meadowbank	Languages	Constitution Road	Meadowbank	2114
20.TAFE Petersham	Languages	27 Crystal Street	Petersham	2049
21.TAFE Sydney	Languages	Mary Ann Street	Ultimo	2007

22.Catholic Education Office	Languages	PO Box 217	Leichhardt	2040
23.Diocese of Broken Bay	Languages	29 Yardley Avenue	Waitara	2077
24.St Joseph's High School	Languages	Russell Street, Drysdale	East Gosford	2250
25.Diocese of Parramatta	Languages	12 Victoria Road	Parramatta	2150
26.Diocese of Wollongong	Multicultural Program	PO Box 314	Wollongong E.	2500
27.WEA Centre	Adult Education & Computer Training	72 Bathurst Street	Sydney	2000
28.WAE of South Australia	Languages Department	223 Angas Street,	Adelaide	5000
29.Princes Hill Evening Centre	Languages	PO Box 263	North Carlton	3054
30.The Stott Correspondence School	Language Courses		Perth	6000
31.Sydney Community College	Languages	PO Box 217	Leichhardt	2040
32.Learning Materials Production Centre	Languages	52/58 William Street	Kings Cross	2011
33.AMES Centre (Adult Migrant Education Service)	Languages	28/30 Scott Street	Liverpool	2170
34.Spanish Speaking Education Council	Languages	PO Box 335	Five Dock	2046
35.MLTA (Modern Languages Teachers' Association)	Languages	PO Box 187	Rozelle	2039
36.Caringbah High School	Languages	Willarong Road	Caringbah	2229
37.The Assoc of Independent Schools of NSW	Languages	9th Floor, Reid House, 75 King Street	Sydney	2000
38.Wilkins Intensive Language Unit	Marrickville High School	7-9 McRae Street	Petersham	2049
39.Council of Adult Education	Languages	256 Flinders Street	Melbourne	3000
40.Victorian School of Languages	Adult Education	PO Box 124	Carlton	3053

41.Latin American Language School		45A Evansdale Road	Hawthorn	3122
42.South Wagga Wagga Community College	Languages	PO Box 171-S	South Wagga Wagga	2650
43.Nowra Adult Education Centre	Languages	i1 Collins Way	Nowra	2541
44.Strathfield Regional Community College	Languages	PO Box 305	Strathfield	2135
45.St George & Sutherland Regional Eve College	Languages	PO Box 143	Miranda	2228
46.Sydney Community College	Languages	PO Box 247	Leichhardt	2040
47.Western College of Adult Education	Languages	PO Box 14	Dubbo	2830
48.Bankstown Evening College	Languages	PO Box 950	Bankstown	2200
49.Blacktown District Community College	Languages	PO Box 2091	Westpoint Blacktown	2148
50.Eastern Suburbs Regional Evening College	Languages	PO Box 12	Bondi	2026
51.Hunter Regional Evening College	Languages	PO Box 213	Broadmeadow	2292
52.Macquarie Community College	Languages	PO Box 772	Liverpool	2170
53.Manly-Waringah Community College	Languages	PO Box 360	Narrabeen	2101
54.Mosman Evening College	Languages	PO Box 186	Mosman	2088
55.Northern Rivers Community College	Languages	PO Box 526	Lismore	2480
56.North West Regional Evening College	Languages	241 Marius Street	Tamworth	2340
57.Parramatta Regional Evening College	Languages	PO Box 142	Wentworthville	2145
58.The Spanish Club Ltd	Spanish Classes	Liverpool Street	Sydney	2000

Adult Informal Learning Sector

ACT

Australia National University
Contre for Continuing Education
Tel: (06) 249 0778
Continuing Spanish
Beginning Spanish

NSW

Institute of Languages
University of New South Wales
Tel: (02) 399 0339
Spanish Airline Courses II
Spanish Intensive Summer Program
Spanish Part-time Evening Courses
Spanish Intensive Winter Program
Commissioned Courses in Spanish

Macquarie University Continuing Education Program
Modern Languages Division
Tel: (02) 805 7026
Spanish Beginners and Intermediate

University of Sydney
Continuing Education Program
Tel: (02) 692 2907
Spanish Introductory, Intermediate Level I and II.

University of Western Sydney
Faculty of Education
Tel: (02) 772 9403
Spanish I, II, III, IV, Hispanic Cultural Studies I, II, III, IV, Spanish as a Working Language I, II, III, IV.

The Workers' Educational Association of South Australia
Tel: (02) 264 2781
Get By in Spanish, Introduction to Spanish, More Spanish, Spanish 2.

QLD

Institute of Modern Languages
James Cook University of North Queensland
Tel: (04) 814 872
Spanish Elementary and Intermediate courses.

University of Queensland
Institute of Modern Languages
Spanish Elementary, Elementary Accelerated, Elementary Day, Lower, Upper, I ntermediate-Accelerated, Advanced.

SA

University of Adelaide
Office of Continuing Education
Tel: (08) 228 4777
Spanish First Year, Second Year and Third Year.

WEA Office
Adelaide
Tel :223 1272.
Spanish II.

TAS

Adult Education
North Region
Tasmania
Tel: (003) 362802
Spanish for Beginners.

VIC

La Trobe Language Centre
Evening Courses
Tel: (03) 479 2417
Spanish I,II,II,IV
Spanish for the Medical Profession.

The Stott Correspondence Courses in Languages
Victoria
Spanish course.

Latin American Language School
P. O. Box 454
Hawthorn 3122
Traveller's and Refresher Courses and Private Tuition.

Princes Hill Evening Centre
Princes Hill Secondary College
P. O. Box 263
North Carlton 3054
Tel: (03) 388 2022.
Spanish 1A, 1B and 2A and 3A.

Victorian School of Languages
Department of School Education
P. O. Box 124 Carlton South 3053.
Spanish offered at: Collingwood, Dandenong, Glen Waverley, Keilor Downs, Maribyrnong, Matthew Flinders, Springvale, Thomastown, University.

Council of Adult Education
Summer School
Tel: (03) 652 0611
Spanish for Travellers, Spanish: Introduction, Spanish: Grammar revision, Spanish 1,2,3, Intermediate and Advanced.

WA

Extension Service
University of Western Australia
Tel: (09) 380 2433
Spanish Level 1,2 and 4.

ETHNIC SCHOOLS CONTACTS

ACT

Dr Hinary Stefanik
Tel.(06) 231 8266
Ethnic Schools Association
Denise Jefferson
Tel (06) 276 7829
Fax (06) 276 7503

Spanish Teaching Program
Fernando Gomez Riesco
Spanish Cultural Attaché
Tel.(06) 273 4291
Fax (06) 273 4588

NSW

Natasha Post- Executive Officer
NSW Ethnic Schools Grants Program
Tel. (02) 712 3382
Fax (02) 719 8025

Laura Brinkworth
NSW Fed. of Ethnic Schools
Tel.(02) 712 3792

NT

Joe de Luca
President of the Spanish Speaking Community
P.O Box 614 Darwin (0801)
Sasco House
2nd Floor Cavenagh St Darwin
Tel (089)811 784

Carmen María
Tel (089)272 858

QLD

John Lanau
Language & Cultures Unit
Dep. of Education
P.O Box 33 North Quay
Qld 4002
Tel.(07) 237 9915

SA

Inta Rumpe
Ethnic Schools Fed.
Tel (08) 365 1255

TAS

Draga Port
Tel (002) 251 922

WA

Halina Szunejko
Tel. (09) 419 2666 (w)
Fax (09) 419 2494
Tel (09) 271 9312 (h)

Anne Sayers
Catholic Education WA
Carlos Maldonado
Tel (09) 336 1099

Carlos Maldonado
C/ Christ the King School
Tel (09) 336 1099

Other Contacts

ACT

Mr. Malcolm Watkins
Head of the Languages Department
TAFE College
Canberra Tel: (06) 245 1600

Ms. Eva Rucinska
Department of Foreign Affairs and Trade
Canberra
Tel: (06) 261 3853

Ms. Denise Jefferson
Director
Languages/School Support/ Payments Cell
DEET.
GPO Box 9880 Canberra ACT 2601.

Mr. Sep Westerhuis
Trade Statistics
Dept. of Foreign Affairs and Trade
Fax: 06 261 3321

NSW

Ms. Pam Hartgrink
Migrant Advisor
Fairfield City Council
Tel: 725 0230

Mr. Eduardo Gonzalez
Editor
Extra Informativo (Weekly Spanish Newspaper)
Semana (Weekly Spanish Newspaper)
Fairfield Tel: (727 7102

Ms. Beatriz Cidade
Grant-In-Aid-Worker
SLASA (The NSW Spanish and Latin American Association for Social Assistance).
Cabramatta Tel: 724 2220

Ms. Marta Melendez
Case Worker
Cabramatta Community Centre
Cabramatta Tel :

Mr. Carlos Martese
Argentine Commercial Consul
Fax: 251 4963

El Español
Spanish Newspaper
Fax: 516 2610

Mr. Alan Craig
Evening Colleges Association of NSW
C/- Camperdown Public School
127 Parramatta Road,
Camperdown NSW 2050.

Mrs. Denise Hull
Illawarra Ethnic Teacher and Parents Association

Antonia Rubino and Camilla Bettoni
University of Sydney

QLD

Mr. Alan Langdon
Manager
Languages Cultures Unit
QLD Dept. of Education
Tel : (07) 237 1884

Barbara Baker
University of Qld
CLTR
Tel.: (07) 365 6893
Fax: (07) 365 7077

SA

Mr. Neven Morovich
Senior Lecturer- Languages
TAFE College
Adelaide Tel: (08) 213 026

TAS

Barry Muir
Principal Curriculum Officer
for LOTE
Hobart.
Tel: (002) 307 011

VIC

Mr. Amable Martinez

Department of Education
Melbourne
Tel: (03)628 2333

Ms. Kiera McKenna
Language Co-ordinator
Council of Adult Education
256 Flinders Street,
Melbourne 3000.

Mr. Delves
Council of Adult Education
Melbourne
Tel: (03) 652 0611

WA

Dr. Maureen Smith
University of Western Australia
Perth
Tel: (09) 380 3838

Pam Moss
LOTE Consultant
Perth
Tel: (09) 420 4759

The Consular Missions of all Spanish-speaking countries posted throughout Australia.

THE NATIONAL LANGUAGES INSTITUTE OF AUSTRALIA

A.C.N. 051 438 825

THE NATIONAL LANGUAGES INSTITUTE OF AUSTRALIA LIMITED
KEY LANGUAGES PROJECT : SPANISH PROJECT

FOR COORDINATORS OF SPANISH LANGUAGE PROGRAMS

This survey is conducted by the SPANISH PROJECT team on behalf of the National Languages Institute of Australia in order to assist in the formulation of policies affecting the Spanish language in all states of Australia.

Your cooperation and the accuracy of your information are of the utmost importance for the success of this survey and the overall project.

Upon completing the questionnaire, please place it in the enclosed prepared envelope and return to:

Dr. E. Valverde
Languages Division
University of Western Sydney, Macarthur
Campbelltown 2560

Your answers will be treated in strict confidence and will be used for statistical purposes only. No information about individuals will be released or reported.

Refer any queries to the Project Research Assistant (Elizabeth Ramirez (02) 772 9493)

Project Coordinator: Dr E. Valverde - University of Western Sydney.
Project Officer: Ms S. Hale - University of Western Sydney.
Project Research Assistant: Ms. E. Ramirez - University of Western Sydney.

Languages Division
School of Education
University of Western Sydney
Campbelltown NSW 2065

Phone: 02 7729200
Fax: 02 7721565

1 Name of institution.....

Address.....

Post Code.....

2. Type of institution

.....

3. When did the Spanish Programme commence in your institution?.....

4. Has the language been taught ever since without interruption? *(please circle number)*

Yes	1
No	2

If no, please explain briefly:

.....

.....

.....

5. Was the introduction of Spanish at your institution due to:

(please circle more than one number if applicable)

Parental demand	1
School policy	2
Ethnic composition of student population	3
Pressure from interested staff	4
Other *(please specify)*	5

6. What is the current level of parental and community support for the teaching of Spanish at your institution? *(please circle number)*

High	1
Moderate	2
Low	3
Non-Existent	4

7. Please indicate the levels of the courses available in Spanish.
(please circle number)

Second Language Acquisition :	
Elementary	1
Intermediate	2
Advanced	3
Language Maintenance :	
Elementary	4
Intermediate	5
Advanced	6

8. Please indicate total duration of courses.

	SECOND LANGUAGE ACQUISITION	LANGUAGE MAINTENANCE
ELEMENTARY		
INTERMEDIATE		
ADVANCED		
OTHER		

9. Please indicate the days and times the courses are offered.

	SECOND LANGUAGE ACQUISITION	LANGUAGE MAINTENANCE
ELEMENTARY		
INTERMEDIATE		
ADVANCED		
OTHER		

10. Please indicate cost of courses.
(please circle number)

Free	1
Fee (please specify).....	2
Other	
please specify.....	3

11. Please indicate total number of students for each course.

	SECOND LANGUAGE ACQUISITION	LANGUAGE MAINTENANCE
ELEMENTARY		
INTERMEDIATE		
ADVANCED		
OTHER		

12. Please indicate student age groups for each course.
(please tick where appropriate)

ELEMENTARY		INTERMEDIATE		ADVANCED		OTHER	
UNDER 5	[ ]	UNDER 5	[ ]	UNDER 5	[ ]	UNDER 5	[ ]
6-12 YRS	[ ]	6-12 YRS	[ ]	6-12 YRS	[ ]	6-12 YRS	[ ]
13-17 YRS	[ ]	13-17 YRS	[ ]	13-17 YRS	[ ]	13-17 YRS	[ ]
18 PLUS	[ ]	18 PLUS	[ ]	18 PLUS	[ ]	18 PLUS	[ ]

13. Please indicate students' cultural background.
(please provide total number

Native Spanish-speakers.....

Second or third generation Spanish-speaking migrants
.....

Non Spanish-speaking Australians.....

Other *(please specify)*.....

14. What percentage of the school population is of Spanish-speaking background?
.....

15. Please indicate the number of teachers of Spanish employed by the institution. *(please circle number)*

1-2 teachers 1

3-4 teachers 2

more *(please indicate)*..... 3

16. Please indicate the Spanish teaching staff qualifications, by providing the number of teachers next to the corresponding qualification.

a) Diploma of Education (Spanish)
Australian qualifications. .....
b) Diploma of Education (other language/s)
Australian qualifications. .....
c) Degree in Spanish related area (without Dip.Ed.)
Australian qualifications. .....
d) Overseas Spanish Teaching Qualifications
.....
e) Overseas Language Teaching Qualifications
(other than Spanish)

.....

f) Spanish speakers without any Teaching qualifications .....

g) Other (please specify) .....

17. Please indicate whether the teaching staff teach Spanish somewhere other than at your institution. *(please circle number)*

No 1
Yes 2

Name of Institution?.....
.....

Private 1 Other 2
(please specify).....

18. Please indicate whether your institution has a policy on or it encourages any teaching methods. *(please circle number)*

Yes 1
No 2

a) Is each teacher free to employ any method?

Yes 1
No 2

b) Which method(s) is/are employed by the majority of the teaching Staff?

Grammar translation 1
Audio-lingual method 2
Audio-visual method 3
Functional-Notional 4
Eclectic Method 5

19 Please indicate the types of resources available. *(please circle number)*

Text books (please state number) .....

Other written support material

Novels 1
Magazines 2
Other 3

Audio-visual material

Slides	1
Cassettes	2
Videos	3
Transparencies	4
Films	5
Other	6

Audio-visual equipment

O/Head Projector	1
V.C.R.	2
Cassette player	3
Language Lab	4
Other	5

20. Please indicate the suitability of the resources available.
(please tick where appropriate)

a) How old are your resources?

1-5 yrs [ ] 5-10 yrs [ ] 10 + yrs [ ]

b) How relevant to the Australian context are they?

Not at all [ ] Not very [ ] Very [ ]

c) Does your material cover information about :

Spain only	1
Latin America only	2
Spain & Latin America	3
Other	4

21. Please indicate the assessment methods used at your institution.
(please circle number/s)

NO ASSESSMENT		1
CONTINUOUS ASSESSMENT		
	class work	2
	homework	3
	assignments	4
	partial examinations	5
	oral work	6
	written work	7
	attendance	8
END OF TERM/YEAR ASSESSMENT		
	final examination	9

22. Please indicate whether your Institution has an exchange programme with a sister institution overseas.

.....

.....

a) If Yes, when did this programme commence?

.....

23. Please indicate total number of students enrolled in Spanish, for the years specified below.

1987	1988	1989	1990	1991	1992
.....	.....	.....	.....	.....	.....

24. Please provide any general comments which you feel may be relevant to the teaching of Spanish in Australia.

.....

.....

.....

.....

.....

.....

Thank you for your help and participation
Gracias

THE NATIONAL
LANGUAGES
INSTITUTE
OF AUSTRALIA

A (C.A.N. 059 426 825)

THE NATIONAL LANGUAGES INSTITUTE OF AUSTRALIA LIMITED
KEY LANGUAGES PROJECT SPANISH PROJECT

PARA LOS INTEGRANTES DE LA COMUNIDAD HISPANOHABLANTE

La Universidad de Western Sydney, Macarthur, junto con el Instituto Nacional de Idiomas de Australia, está llevando a cabo una investigación sobre el idioma español en Australia, en las áreas de la enseñanza, la comunidad, el comercio y la situación internacional del idioma.

El propósito de la investigación es el de concientizar al gobierno sobre la importancia del español en Australia y el mundo, lo cual influenciará la elaboración de políticas en relación con nuestro idioma.

La colaboración de la comunidad hispanohablante es esencial para la realización de esta investigación. Esperamos contar con su apoyo y le solicitamos conteste esta encuesta con la mayor exactitud y detalle posibles.

La información que usted proveerá, se guardará en completa confidencialidad y será utilizada únicamente para efectos estadísticos.

Una vez completado el cuestionario, por favor remítalo en el sobre que adjuntamos , a la siguiente dirección :

Dr. E. Valverde
Languages Division
University of Western Sydney, Macarthur
P.O Box 555
Campbelltown 2560

Para cualquier información adicional, sírvase comunicarse con la Asistente de Investigación (Elizabeth Ramírez (02) 772 9493)

Project Coordinator: Dr E. Valverde - University of Western Sydney.
Project Officer: Ms S. Hale - University of Western Sydney.
Project Research Assistant: Ms E. Ramírez - University of Western Sydney.

Languages Division
School of Education
P.O. Box 555
University of Western Sydney
Campbelltown NSW 2065
Phone: 02 7729200
Fax: 02 7721565

I - Datos personales

1/ Sexo — Masculino ☐ Femenino ☐

2/ Edad ----------

3/ Lugar de nacimiento ----------

4/ ¿Cuánto hace que vive en Australia? ----------

5/ ¿En qué lugar de Australia vive? ----------

6/ Estado Civil
- Soltero/a ☐
- De novio/a ☐
- Casado/a ☐
- De facto ☐
- Divorciado/a ☐

7/ ¿De qué nacionalidad es su pareja? ----------

8/ ¿De qué nacionalidad son sus padres? ----------

9/ ¿De cuántos miembros se compone su familia? ----------

10/ ¿Qué familiares tiene en Australia?
- Padre ☐
- Madre ☐
- Hermanos/as ☐
- Cuñados/as ☐
- Tíos/as ☐
- Primos/as ☐
- Abuela ☐
- Abuelo ☐
- Suegra ☐
- Suegro ☐
- Otro ☐

Especifique ----------

11/ Estudios cursados en:

	Australia	País de origen	Otro país .....
Ninguno	☐	☐	☐
Primarios	☐	☐	☐
Secundarios	☐	☐	☐
Universitarios	☐	☐	☐
Otro	☐	☐	☐
Especifique	----------	----------	----------
	----------	----------	----------

12/ ¿Sigue estudiando el español en Australia? Sí☐ No☐

-Si la respuesta es "Sí", ¿Dónde?_____

-Si la respuesta es "No", ¿Alguna vez lo estudió en Australia? Sí☐ No☐

13/ Profesión u ocupación en su país de origen_____

14/ Profesión u ocupación en Australia_____

15/ Conocimiento de idiomas:

a) Español

	Perfectamente	Bien	Regularmente	Muy poco	Nada
Entiende	☐	☐	☐	☐	☐
Habla	☐	☐	☐	☐	☐
Lee	☐	☐	☐	☐	☐
Escribe	☐	☐	☐	☐	☐

b) Inglés

	Perfectamente	Bien	Regularmente	Muy poco	Nada
Entiende	☐	☐	☐	☐	☐
Habla	☐	☐	☐	☐	☐
Lee	☐	☐	☐	☐	☐
Escribe	☐	☐	☐	☐	☐

II - El uso del idioma

(Para las personas casadas o que viven con un/a compañero/a)

16/ ¿En qué idioma le hablaría a su pareja en las siguientes situaciones?:-

a) Están los dos solos en la casa hablando de un tema familiar - inglés ☐ español ☐

b) Están en la casa con los niños hablando de un tema familiar- inglés ☐ español ☐

c) Están en la casa charlando sobre una película en inglés que acaban de mirar - inglés ☐ español ☐

d) Están en la casa charlando sobre una película en español que acaban de mirar- inglés ☐ español ☐

e) Están en la calle donde los demás transeúntes pueden oirlos - inglés ☐ español ☐

f) Están caminando por Faifield - inglés ☐ español ☐

g) Están discutiendo en la casa - inglés ☐ español ☐

h) Están discutiendo en la calle- inglés ☐ español ☐

i) Están en casa hablando sobre un problema íntimo-inglés ☐ español ☐

(Para las personas con hijos en Australia)

17/ ¿En qué idioma le/s hablaría a su/s hijo/s en las siguientes situaciones?-

a) Están en la casa hablando sobre un familiar- inglés ☐ español ☐

b) Están en la casa hablando sobre la escuela- inglés ☐ español ☐

c) Están en la calle donde el resto de los transeúntes pueden oirlos- inglés ☐ español ☐

d) Están caminando por Faifield- inglés ☐ español ☐

e) Están discutiendo en la casa- inglés ☐ español ☐

f) Están discutiendo en la calle- inglés ☐ español ☐

g) Están en casa hablando sobre un problema íntimo- inglés ☐ español ☐

(Para las personas con sus padres en Australia)

18/ ¿En qué idioma les hablaría a sus padres en las siguientes situaciones?

a) Están en casa hablando sobre asuntos cotidianos-
A su madre inglés ☐ español ☐ A su padre inglés ☐ español ☐

b) Están en casa hablando sobre lo que ocurrió en la escuela-
A su madre inglés ☐ español ☐ A su padre inglés ☐ español ☐

c) Están en casa hablando de un problema íntimo-
A su madre inglés ☐ español ☐ A su padre inglés ☐ español ☐

d) Están en la calle donde los demás transeúntes pueden oirlos-
A su madre inglés ☐ español ☐ A su padre inglés ☐ español ☐

e) Están en la casa hablando sobre un pariente-
A su madre inglés ☐ español ☐ A su padre inglés ☐ español ☐

(Para las personas con hermanos en Australia)

19/ ¿En qué idioma le hablaría a su hermano/a en las siguientes situaciones?-

a) Están en la casa donde sus padres no los pueden oir-inglés ☐ español ☐

b) Están en la casa donde sus padres los pueden oir- inglés ☐ español ☐

c) Están en la casa hablando sobre un tema familiar-inglés ☐ español ☐

d) Están en la casa hablando sobre la escuela- inglés ☐ español ☐

e) Están en la calle donde los demás transeúntes los pueden escuhar-
inglés ☐ español ☐

f) Están en la calle donde nadie los puede oir- inglés ☐ español ☐

(Para las personas con parientes en Australia)

20/¿En qué idioma habla con los siguientes parientes si los mismos hablan ambos idiomas?-

a) Abuelos - inglés ☐ español ☐ b) Tíos - inglés ☐ español ☐

c) Primos - inglés ☐ español ☐ d) Sobrinos inglés ☐ español ☐

e) Cuñados - inglés ☐ español ☐ f) Yernos/-inglés ☐ español ☐
Nueras

21/ ¿De qué nacionalidad son sus amigos más cercanos?

a) De habla hispana Sí ☐ No ☐
b) Australianos Sí ☐ No ☐
c) De otra nacionalidad Sí ☐ No ☐ Especifique_____
d) De diferentes nacionalidades Sí ☐ No ☐

22/ ¿En qué idioma habla con sus amigos de habla hispana?
inglés ☐ español ☐

23/ ¿En qué idioma habla con una persona mayor de habla hispana-
inglés ☐ español ☐

24/ ¿En qué idioma habla con una persona de la misma edad de habla hispana?
inglés ☐ español ☐

25/ ¿Frecuenta algún club o asociación de habla hispana? Sí ☐ No ☐

26/ ¿Frecuenta alguna iglesia de habla hispana? Sí ☐ No ☐

27/ Donde trabaja o estudia, ¿hay gente de habla hispana?

Mucha ☐ Poca ☐ Ninguna ☐

28/ En el trabajo o en la escuela, ¿en qué idioma habla con un compañero/a de habla hispana? inglés ☐ español ☐

29/ Si va a un negocio de habla hispana en donde no lo conocen, ¿en qué idioma habla?
inglés ☐ español ☐

30/ ¿En qué idioma habla con su médico de cabecera?
inglés ☐ español ☐

31/ Si necesita consultar un abogado ¿prefiere que sea de habla hispana?
Sí ☐ No ☐

32/ Si considera que su inglés no es muy bueno y necesita ver a un médico, abogado, etc.

a) ¿Emplea los servicios de un intérprete profesional? Sí ☐ No ☐
b) ¿Lleva a un familiar o amigo para que le ayude? Sí ☐ No ☐
c) ¿Se defiende con su inglés limitado? Sí ☐ No ☐

III- Mantenimiento del idioma

33/ ¿Escucha la radio hispana?

Siempre ☐ A veces ☐ Nunca ☐

34/ ¿Mira los programas del SBS en español?

Siempre ☐ A veces ☐ Nunca ☐

35/ ¿Lee los diarios/periódicos en español editados en Australia?

Siempre ☐ A veces ☐ Nunca ☐

36/ ¿Lee diarios/periódicos de su país o de otro país de habla hispana?

Todas las semanas ☐ Una vez por mes ☐ Una vez al año ☐ Nunca ☐

Otro período de tiempo _____

37/ ¿Lee libros en español?

Todas las semanas ☐ Una vez por mes ☐ Una vez al año ☐ Nunca ☐

Otro período de tiempo_____

38/ ¿Cuántas veces llama por teléfono a su país?

Todas las semanas ☐ Una vez por mes ☐ Una vez al año ☐ Nunca ☐

Otro período de tiempo _____

39/ ¿Cuántas veces escribe a su país?

Todas las semanas ☐ Una vez por mes ☐ Una vez al año ☐ Nunca ☐

Otro período de tiempo_____

40/ ¿Cuántas veces ha viajado a su país? _____

Comentarios adicionales:_____

_____

_____

¡Muchísimas gracias!

SPANISH FOR BUSINESS
LANGUAGE FOR EXPORT RESEARCH CENTRE
UNIVERSITY OF WESTERN SYDNEY, MACARTHUR

1. Name of company?

_____

2. Size of Company:

(a) Number of employees?

☐ 1 - 10 ☐ 11 - 20 ☐ 21 - 50

☐ 51 - 100 ☐ 101 - 200 ☐ over 200

(b) Gross exports (in $Aust) to each Spanish-speaking country?

Country	Export $	Country	Export $	Country	Export $
Argentina	_____	El Salvador	_____	Paraguay	_____
Bolivia	_____	Ecuador	_____	Peru	_____
Chile	_____	Guatemala	_____	Spain	_____
Colombia	_____	Honduras	_____	Spanish Guinea	_____
Costa Rica	_____	Mexico	_____	Uruguay	_____
Cuba	_____	Nicaragua	_____	Venezuela	_____
Dominican Rep.	_____	Panama	_____		

3. What is your total percentage of exports to Spanish-speaking countries?

_____

4. What types of goods and/or services do you export to Spanish-speaking countries?

_____

_____

5. What's the frequency of your dealings, e.g. letters, faxes, meetings, etc., with Spanish-Speaking countries?

☐ less than 1 per month ☐ 5 - 10 per month

☐ 1 - 5 per month ☐ 10 - 20 per month

☐ more, please specify _____

6. Does your business transaction occur in Spanish-speaking countries or in Australia?

_____

7. In what language do most of your transactions occur?

❒ ENGLISH ❒ SPANISH

8. Does your company use local agents in the Spanish-speaking country?

_____

9. Do you employ NAATI accredited interpreters and/or translators?

❒ NEVER ❒ SOMETIMES ❒ OFTEN

If SOMETIMES or OFTEN, please specify functions and roles:

❒ translations of general correspondence

❒ translation of technical documents

❒ interpreting for overseas guests

❒ translate promotional material

❒ others, please specify

_____

_____

_____

10. What channels of communication does your company have with the Spanish-speaking business partners?

Written:

❒ promotional material ❒ others, please specify.

❒ correspondence (fax, letter, computer)

_____

_____

Oral:

❒ selling/negotiations ❒ brief exchanges of pleasantries

❒ telephone conversations ❒ other, please specify.

❒ entertaining

_____

_____

11. If appropriate courses for specific Spanish business language training were available, what area of training would you consider most beneficial in doing business with Spanish-speaking countries?

- ☐ cross-cultural briefings (etiquette, social customs, etc.)
- ☐ social skills (polite conversation, entertaining, etc)
- ☐ survival skills (booking hotels, transport, etc.)
- ☐ language related to practical business skills (how to write formal business letters, contracts, promotional material, faxsimiles, telephone manner, etc)
- ☐ Language related to Spanish cultural practices and customs (sociocultural/sociolinguistic language teaching)
- ☐ all of the above
- ☐ other, please specify

_____

_____

12. Has your company ever experienced a loss in business with a Spanish-speaking country, or experienced strained relations because of language and cultural misunderstandings?

☐ YES ☐ NO

If YES, can you quote an example?

_____

_____

13. In what cases, if at all, do the most common communication breakdowns occur, whether spoken in English or in Spanish?

- ☐ exchanging social pleasantries
- ☐ selling/negotiating
- ☐ telephone conversations
- ☐ correspondence
- ☐ other, please, specify

_____

_____

14. Does your company place Spanish language skills as a priority when employing new staff?

☐ YES ☐ NO

If YES, what level is sufficient?

- ☐ able to meet routine social needs
- ☐ able to meet social needs and basic work needs
- ☐ able to use the language fluently and accurately
- ☐ able to use the language for social and business purposes

15. Do you presently have employees possessing any of the above-mentioned Spanish-language skills? If so, how many?

Managerial _____ Secretarial _____ Other, please specify ____

16. If you were hiring somebody with Spanish language skills, what would you like them to be able to do? (e.g. translate, interpret, mediate, etc).

_____

_____

_____

17. How do you see Australia's future trade relationship with Spanish-speaking countries? Do you consider it worthwhile for Australian businesses who are trading with them to invest in Spanish language training?

_____

_____

_____

18. Do you have any other comments or information?

_____

_____

_____

Thank you for your participation.

Dr. Estela Valverde, Faculty of Education Tel: 772 9493

Antonio Hernández Fax: 772 1565

THE NATIONAL LANGUAGES & LITERACY INSTITUTE OF AUSTRALIA

KEY LANGUAGES PROJECT

LANGUAGE STUDY QUESTIONNAIRE

For information contact Athol Yates, National Language and Literacy Institute of Australia. 112 Wellington Parade, East Melbourne Vic 3002
Tel: (03) 416 2422 Fax (03) 416 0231

Name of School _____

State:

Type of school: [ ] State
[ ] Catholic
[ ] Independent

Part A: Student Profile

1. Sex [ ] Male [ ] Female

2. If you were not born in Australia, at what age did you come to Australia? _____

From which country did you come? _____

3. What level of education did your parents reach? *(Tick only one box for each parent)*

	Father	Mother
Primary	[ ]	[ ]
Post primary	[ ]	[ ]
Year 12	[ ]	[ ]
Undergraduate degree	[ ]	[ ]
Post graduate degree	[ ]	[ ]
Other	[ ]	[ ]

Please specify
Mother: _____
Father: _____

Part B: Language background

4. Which language other than English is used at home? *(Tick only one box)*

[ ] French
[ ] German
[ ] Indonesian
[ ] Malay
[ ] Mandarin Chinese
[ ] Cantonese
[ ] Other Chinese dialect
Please specify _____
[ ] Spanish
[ ] Italian
[ ] An Italian dialect
[ ] Arabic
[ ] Japanese
[ ] Other language
Please specify _____
[ ] English only

5. Do you speak this language with: *(You can tick more than one box)*

❒ Mother
❒ Father
❒ Brothers and sisters
❒ Other Please specify _____
❒ Grandparents
❒ Other relatives
❒ People from your parents' country

6 What subjects are you studying at school this year?

_____

_____

_____

7 To which level do you intend to study? *(Tick only one box)*

[ ] Year 11
[ ] Year 12
[ ] TAFE
[ ] Tertiary institution

Part C: Language study at school

All of the following questions are about languages other than English, but do not refer to Latin.

8 Did you study a language at school (including Saturday School or Ethnic School) when you were in Year 10?

[ ] Yes [ ] No

(If you answered "No", this is the last question for you.)

9 Which language or languages did you study at Year 10?

Language 1: (Specify) _____

Language 2: (Specify) _____

(Questions 10 to 13 will be about the language you named as Language 1, questions 14 to 17 will be about the language you named as Language 2.)

10 If you discontinued Language 1 after Year 10, which of the following factors contributed to your decision?

[ ] I did not wish to continue. *(You can tick more than one box)*

This was because

❒ I do not like languages
❒ There were too many native speakers in the class
❒ The subject was too difficult
❒ My friends did not take this language
❒ I did not like the teacher
❒ Other reasons
Please specify _____

_____

[ ] I would have liked to continue, however ... *(You can tick more than one box)*

❒ The language was not available
❒ I considered other subjects more important for my overall study plan.
❒ There were time table clashes with other subjects
❒ Other reasons
Please specify _____

_____

11 If you are studying Language 1 this year, how important were the following factors for your decision to continue? Rate your answers on a scale from 1 = "not important" to 5 = "very important".

Ethnic origin and /or religion	1___2___3___4___5 not important very important
Contact with the ethnic community in Australia which speaks Language 1	1___2___3___4___5 not important very important
Other contact with the country where the language is spoken (past travel, friends, parents' work, etc.)	1___2___3___4___5 not important very important
I thought this would be an easy subject for me.	1___2___3___4___5 not important very important
I had good marks in the past.	1___2___3___4___5 not important very important
I like studying languages.	1___2___3___4___5 not important very important
I like studying about the culture and society of the country where the language is spoken.	1___2___3___4___5 not important very important
I particularly like the teacher.	1___2___3___4___5 not important very important
I do not have definite plans for the future but I feel the language would enhance my future career prospects.	1___2___3___4___5 not important very important
I have definite plans to work in an area of employment where the language is used.	1___2___3___4___5 not important very important
I want to travel or live in the country.	1___2___3___4___5 not important very important
I have been advised to continue by my family.	1___2___3___4___5 not important very important
I have been advised to continue by my teachers.	1___2___3___4___5 not important very important
One or more of my friends was taking the subject.	1___2___3___4___5 not important very important
Although I had no strong desire to continue, other subjects were even less attractive.	1___2___3___4___5 not important very important

Other factors
Please specify: _____

_____

_____

12. To which level do you intend to study Language 1? *(Tick only one box)*

[ ] Year 11
[ ] Year 12
[ ] TAFE
[ ] Tertiary institution

13. How do you rate your ability to use Language 1?

	Poor	Good	Very Good	Fluent
Speaking	[ ]	[ ]	[ ]	[ ]
Listening comprehension	[ ]	[ ]	[ ]	[ ]
Writing	[ ]	[ ]	[ ]	[ ]
Reading	[ ]	[ ]	[ ]	[ ]

If the language has a different script from English, how do you find using the writing system.

1___2___3___4___5

very easy very difficult

The following questions will be answered by students who studied two languages (not including Latin) in Year 10.

14. If you discontinued Language 2 after Year 10, which of the following factors contributed to your decision?

[ ] I did not wish to continue. *(You can tick more than one box)*

This was because

- ❒ I do not like languages
- ❒ There were too many native speakers in the class
- ❒ The subject was too difficult
- ❒ My friends did not take this language
- ❒ I did not like the teacher
- ❒ Other reasons
  Please specify _____

  _____

[ ] I would have liked to continue, however ... *(You can tick more than one box)*

- ❒ The language was not available
- ❒ I considered other subjects more important for my overall study plan.
- ❒ There were time table clashes with other subjects
- ❒ Other reasons
  Please specify _____

  _____

15. If you are studying Language 2 this year, how important were the following factors for your decision to continue? Rate your answers on a scale from 1 = "not important" to 5 = "very important".

Ethnic origin and /or religion	1___2___3___4___5 not important very important
Contact with the ethnic community in Australia which speaks Language 2	1___2___3___4___5 not important very important
Other contact with the country where the language is spoken (past travel, friends, parents' work, etc.)	1___2___3___4___5 not important very important
I thought this would be an easy subject for me.	1___2___3___4___5 not important very important
I had good marks in the past.	1___2___3___4___5 not important very important
I like studying languages.	1___2___3___4___5 not important very important
I like studying about the culture and society of the country where the language is spoken.	1___2___3___4___5 not important very important
I particularly like the teacher.	1___2___3___4___5 not important very important
I do not have definite plans for the future but I feel the language would enhance my future career prospects.	1___2___3___4___5 not important very important
I have definite plans to work in an area of employment where the language is used.	1___2___3___4___5 not important very important
I want to travel or live in the country.	1___2___3___4___5 not important very important
I have been advised to continue by my family.	1___2___3___4___5 not important very important
I have been advised to continue by my teachers.	1___2___3___4___5 not important very important
One or more of my friends was taking the subject.	1___2___3___4___5 not important very important
Although I had no strong desire to continue, other subjects were even less attractive.	1___2___3___4___5 not important very important

Other factors
Please specify: _____

_____

_____

16. To which level do you intend to study Language 2? *(Tick only one box)*

[ ] Year 11
[ ] Year 12
[ ] TAFE
[ ] Tertiary institution

17. How do you rate your ability to use Language 2?

	Poor	Good	Very Good	Fluent
Speaking	[ ]	[ ]	[ ]	[ ]
Listening comprehension	[ ]	[ ]	[ ]	[ ]
Writing	[ ]	[ ]	[ ]	[ ]
Reading	[ ]	[ ]	[ ]	[ ]

If the language has a different script from English, how do you find using the writing system.

1___2___3___4___5
very easy very difficult

End of questionnaire

Thank you for your cooperation.

LARC Language Acquisition Research Centre

A division of the National Languages Institute of Australia

University of Sydney and University of Western Sydney - Macarthur

QUESTIONNAIRE FOR TEACHERS OF LANGUAGES OTHER THAN ENGLISH IN N.S.W. (1990-91)

This questionnaire is designed to survey your professional needs as a language teacher. The questionnaire is anonymous and all information will be treated as confidential.
To answer most questions just circle the relevant figure. The term LOTE will be used for any Language Other Than English. Please fill in only one questionnaire and return to:

Bruno Di Biase,

LARC, University of Sydney (F12), NSW 2006

Thank you for your cooperation.

Section A : Employment

1. You are presently employed as a language teacher

in a Government school	1
in a Catholic school	2
in other non-Government school	3
in an Ethnic (after hours) school	4
(not employed but on a) waiting list	5

2. Your present employment as a language teacher is

full time	1
part time	2
casual	3

3. You are currently working in

a primary school	1
a secondary school	2
the Correspondence School	3
Saturday School of Modern Languages	4
Insertion classes (school hours)	5
an Ethnic School (Saturday/after hours)	6
TAFE	7
other (pleasespecify)_____	8

4. Your workplace is located

in a metropolitan region	1
in a country region	2

Section B: Languages and qualifications

5. What Language(s) Other Than English do you know? *(Please name first the ones you know best)*

1_____ 2_____
(add if needed)

6. Which LOTE(s) is/are your own ethnic background language(s) (if applicable)?

_____

7. Which LOTE(s) do you teach ? *(Name first the language you teach most)*

1_____ 2_____
(add if needed)

8. In what year(s) do you teach your LOTE(s)?

(main lang.)	K	1	2	3	4	5	6	7	8	9	10	11	12
(2nd lang.)	K	1	2	3	4	5	6	7	8	9	10	11	12
(3rd. lang.)	K	1	2	3	4	5	6	7	8	9	10	11	12

9. Qualifications attained **in Australia**

B.A. 1
B.A. + Dip Ed 2
B.Ed. 3
Dip.Teach. 4
Postgraduate qualifications 5
Other (please specify) _____ 6

10. Do you hold **overseas** qualifications ? *(if your answer is **no** go to question 13)*

Yes 1
No 2

11. If so, from which country? _____

12. Your **overseas** qualification is
a university degree + teaching qualification 1
a university degree (ordinary) 2
a teaching diploma (tertiary level studies)..... 3
a teaching diploma (secondary level studies)..... 4
a postgraduate qualification (other than in teaching) 5
other (which?) _____ 6

13. What LOTE(s) did you study at **tertiary level** for **two** or more years?

1_____ 2_____

(add if needed)

14. Where did you learn your **main teaching** LOTE?

only at university(or CAE) 1
at school and university 2
at home (spoken in the family) and university 3
at home, school and university 4
other (please specify) _____ 5

15. Please indicate the extent of your competence in this language by circling only one of the numbers in each of the skills listed.

SKILL	BASIC	FAIR	GOOD	EXCELLENT
Listening	1	2	3	4
Speaking	1	2	3	4
Reading	1	2	3	4
Writing	1	2	3	4

16. Where did you learn your **second teaching** LOTE?

only at university(or CAE)	1
at school and university	2
at home (spoken in the family) and university	3
at home, school and university	4
other (specify) _____	5

17 Please indicate the extent of your competence in your second teaching LOTE by circling only one of the numbers in each of the skills listed.

SKILL	BASIC	FAIR	GOOD	EXCELLENT
Listening	1	2	3	4
Speaking	1	2	3	4
Reading	1	2	3	4
Writing	1	2	3	4

Section C: Experience and Professional development

18. You have been teaching LOTE(s) for

less than 2 years	1
2 to 6 years	2
7 to 12 years	3
more than 12 years	4

19. In the last **five** years you have attended inservice courses

once	1
twice	2
3 times or more	3
never	4

20. If you have attended any inservice course(s) the total number of hours (of all courses together)was approximately

twelve hours or less	1
between 12 and 60 hours	2
60 hours or more	3

21. Within the last 10 years, have you been able to travel to the country of your main teaching LOTE?

once	1
twice	2
3 times or more.....	3
never	4

22. If your answer is positive the (total) period of time spent in that country was

less than 6 months	1
between 6 and 12 months.....	2
more than 1 year.....	3

Section D: Teaching methodology and resources

23. The language of instruction in your LOTE classes is mainly
    - English 1
    - the LOTE taught 2

24. *(Number boxes in order of pnority)* Your objectives in teaching your LOTE are to have your students achieve mainly:
    - aural/oral skills ☐
    - reading/writing skills ☐
    - knowledge of the LOTE culture ☐
    - knowledge of the LOTE grammar ☐
    - appreciation of literature in the LOTE ☐
    - Other (which?) _____ ☐

25. How would you rate (general impression only) your students' results in terms of your objectives? *(circle only one figure)*
    - highly successful 1
    - fairly successful 2
    - average 3
    - poor 4

26. Are there any computer facilities in your school?
    - yes 1
    - no 2

27. Do you use computers at all for your school work?
    - yes 1
    - no 2

28. Other resources (e.g. books, tapes) available in your school are
    - excellent 1
    - adequate 2
    - minimal 3
    - inadequate 4

Section E: Your own needs

29.*(Number boxes in order of priority)* The areas of study which you believe would improve your teaching are:
    - Language Acquisition research and its applications to teaching.. ☐
    - Development of your language teaching skills and techniques ... ☐
    - Further development of your own language skills ..... ☐
    - Grammar in language teaching ..... ☐
    - Further development of your own knowledge of the LOTE culture ☐
    - Design and production of curriculum materials ..... ☐
    - Computers in language teaching ..... ☐
    - Language Testing ..... ☐
    - Other (please specify) _____ ☐

30. Do you want to upgrade your qualifications?....
    - Yes 1
    - No 2

31. Other professional needs/requirements you have are

1. _____

2. _____

(add if needed)

Thank you for your effort. Please return questionnaire as soon as possible to
Bruno Di Biase, LARC, University of Sydney NSW 2006

THE NATIONAL LANGUAGES AND LITERACY INSTITUTE OF AUSTRALIA

Language & Literacy Publications

Unlocking Australia's Language Potential: Profiles of 9 Key Languages in Australia

Volume 1: Arabic **Volume 2: Chinese**
Volume 3: French **Volume 4: German**
Volume 5: Indonesian/Malay **Volume 6: Italian**
Volume 7: Japanese **Volume 8: Modern Greek**
Volume 9: Spanish **Summary Volume**

The 9 Language Profiles and Summary Volume examine the Australian situation of the 9 languages of Wider Teaching (as identified by the National Policy on Languages) and make recommendations to enhance the learning of these languages in Australia. The reports will be particularly useful for applied linguists, curriculum developers and language policy makers.

ESL Development: Languages and Literacy in Schools

A practical resource for Australian teachers for assessing and reporting the progress of non-English speaking background students. It alsoprovides information on the characteristics of second language learning in schools and some ideas on how to meet students' ESL needs.

The Australian Second Language Learning Program

A detailed description of projects and materials produce by projects funded under the Australian Second Language Learning Program between 1988 and 1992. ASLLP is a Commonwealth initiative designed to stimulate language studies in Australian schools.

Directory of Scholarships For Language Students and Professionals

Contains over 250 different entries on scholarships, exchange schemes, fellowships and other awards for people who are studying, researching or teaching languages, linguistics, applied linguistics, language pedagogy and related disciplines.

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Consists of two volumes; the Report and Guide to the Report. The Report provides a detailed examination of policy and practical situation of language teaching in Australia. It also explores demand, supply, recruitment, deployment, professional development and job satisfaction of teachers. The Guide provides selected elements and highlights of the Report.

Language and Language Education Vol 1, No 1. & Vol 2, No 1.

Working papers of the NLLIA. Vol 1, No 1 includes articles on inter-cultural communication and rapid profiling. Vol 2, No 1 will be of particular interest to those involved with language policy and practice in schools.

The Relationship Between International Trade and Linguistic Competence

Department of Employment, Education and Training.

Room For Two: A Study of Bilingual Education at Bayswater South Primary School

By Sue Fernandez. The extensive experience gained from managing the German bilingual program at Bayswater South Primary School is of relevance to all schools that have or are considering a language program.

Publications can be ordered from: NLLIA, 9th Level, 300 Flinders St, Melbourne Vic 3000
Tel: 03 614 0255 Fax: 03 629 4708

Volume 9: Spanish

Spanish is the first language of over 300 million people and the official language of Spain and most of Latin America. It is one of the most widely spoken and fastest growing languages in the world. By 2010, there will be more Spanish first language speakers than English first language speakers in the world, and Spanish will become the second most widely spoken language in the world after Chinese.

Spanish will become an important 'economic' language in the next century with Latin America attracting enormous commercial investment, Mexico taking advantage of the North American Free Trade Agreement, and Spain being integrated into the EEC.

Spanish is one of the major Languages Other Than English in Australian society, with an estimated 80 thousand speakers. It was identified as one of the three languages that are "grossly under-represented in higher education" and was recommended for wider teaching under the National Policy on Languages.

The Profile investigates the position of Spanish in the formal and informal Australian education system at all levels, particularly, its change since the 1987 National Policy on Languages. It also identifies the factors that have promoted or inhibited the teaching of Spanish since the implementation of the policy. It examines available curricula, the Profile of the teaching population and students' attitudes regarding the language.

The Profile also studies the Spanish speaking community in Australia: its origin, organisation, location, the vitality of the language in the community and language maintenance patterns, as well as the relevance of Spanish in the world context and its importance to the Australian economy.

Profiles of 9 Languages of Wider Teaching

The Nine Languages

The nine languages featured in these profile studies were categorised as Languages of Wider Teaching. The nine languages are: Arabic, Modern Standard Chinese, French, German, Modern Greek, Indonesian/Malay, Italian, Japanese and Spanish.

These languages represent the vast bulk of the second language learning effort in Australian education. As such, these languages consume the greatest proportion of the resources devoted to the teaching of second languages in this country and will do so for several years to come. These nine were selected for reasons of domestic importance, such as community bilingualism and equal educational opportunities for minority language speakers, and international importance, such as economic and political significance.

Background

The nine languages were designated Languages of Wider Teaching by the 1987 National Policy on Languages. Resources were provided to promote the teaching of these languages and in early 1990, the Australian Advisory Council on Languages and Multicultural Education, which was charged with the responsibility for the implementation of the National Policy on Languages, decided to review its progress since 1987. These 9 languages have now been incorporated into the 14 Priority Languages of the Australian Language and Literacy Policy expanding the priority list to include Aboriginal languages, Korean, Russian, Thai and Vietnamese.

The Profiles

The 9 Profiles represent more than a review of the state of play of these languages. The studies promise to bring about a more precise and language-specific form of planning for the teaching and learning of languages in Australia and therefore could well represent a more mature phase in policy making itself. In recent years, language policies have made only generic statements about individual languages or groups of languages. Since there is now a high level of consensus across Australia about the importance of language study, these Profiles will shift the focus to particular issues that affect individual languages.

Who Will Use These Profiles?

These Profiles will be invaluable to all people involved in language and business. Specifically, users will include language policy makers and planners, teachers, lecturers, the media, business associations and researchers.

Uses

The Profiles will be used for planning school and higher education programs, curriculum writing, research, estimating needs in interpreting and translating, and estimating the needs of business to target overseas markets. They will be of continuing value as a stocktake of the 9 studied languages but also of value to the methodology of profiling. The NLLIA intends to study other languages in this same way.